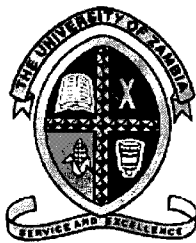


**The University of Zambia**  
**School of Humanities and Social Sciences**  
**2006/2007 Second Semester Examination**

- |     |        |   |
|-----|--------|---|
| 1.  | D 212  | Introduction to theatre   |
| 2.  | DE 112 | Introduction to social, economic and demographic statistics                   |
| 3.  | DE 212 | Introduction to population theories   |
| 4.  | DE 312 | Components of population change   |
| 5.  | DE 322 | Introduction to demographic analysis  |
| 6.  | DE 411 | Advanced methods of demographic data, evaluation, adjustments and estimation. |
| 7.  | DE 902 | Population policy and programmes  |
| 8.  | DE 912 | Computer applications in demography   |
| 9.  | DE 915 | Reproductive health   |
| 10. | DS 101 | Introduction to development studies I   |
| 11. | DS 102 | Introduction to development studies II  |
| 12. | DS 201 | Theories of social and political change in developing countries               |
| 13. | DS 302 | Food security in developing countries   |
| 14. | DS 402 | Technology and development  |
| 15. | DS 422 | Dimensions of poverty reduction II  |
| 16. | DS 912 | Women and development   |
| 17. | DS 925 | Project appraisal and implementation in developing countries                  |
| 18. | DS 935 | Industrial policy and development   |
| 19. | DS 945 | Global environment and sustainable development                                |
| 20. | DS 965 | Economic policy, growth and development                                       |
| 21. | DS 975 | Economic globalization and developing countries                               |
| 22. | E 112  | Introduction to language and linguistics                                      |
| 23. | E 121  | Introduction to writing skills and prose fiction                              |
| 24. | E 122  | Introduction to poetry and drama  |
| 25. | E 221  | English literature up to the 18 <sup>th</sup> century                         |
| 26. | E 222  | Romanticism   |
| 27. | E 352  | Anglophone Africa fiction from 1900 to the present                            |
| 28. | E 922  | World English's   |
| 29. | E 925  | Gender in literature  |
| 30. | E 935  | English discourse analysis  |
| 31. | E 945  | English pragmatics  |
| 32. | E 972  | American literature from 1900 to the present                                  |
| 33. | E 982  | Victorian Literature  |
| 34. | E 992  | African oral poetry   |
| 35. | EC 115 | Introduction to microeconomics  |
| 36. | EC 125 | Introduction to microeconomics  |

37.	EC 215	Intermediate microeconomic theory
38.	EC 315	Public finance
39.	EC 322	Introduction to econometrics
40.	EC 332	Business finance
41.	EC 412	International finance theory and practice
42.	EC 422	Issues in development
43.	EC 431	Labour economics
44.	EC 925	Industrial organization
45.	FR 132	Introduction to French language II
46.	FR 211	French language and phonetics II
47.	FR 221	French
48.	FR 312	French language and general linguistics
49.	FR 412	Advanced French and general linguistics Paper I
50.	FR 412	Advanced French and general linguistics Paper II
51.	FR 422	Advanced French literature
52.	FR 432	Advanced translation from English to French
53.	H 111	Introduction to the study of history
54.	H 231	History of Modern Africa from 1750 to 1900
55.	H 241	Economic history of Western Europe 1450 to 19 <sup>th</sup> century
56.	H 322	Twentieth century Europe
57.	H 345	History of modern India: 1945-1985
58.	H 412	Land and labour in central Africa 1900 to the present
59.	H 435	Survey of the history of the United States of America
60.	H 442	History of Soviet Union: 1945 to 1991
61.	H 912	History of Zambia since 1890
62.	H 932	History of Southern Africa since 1880
63.	H 945	Themes in West African history: 18 <sup>th</sup> century to present
64.	H 972	Themes in Latin American history
65.	LAL 212	Studies in non-Bantu languages of Africa
66.	LAL 222	Writings in Zambian Languages
67.	LAL 312	Syntax and semantics of a Bantu language
68.	LAL 423	Creative writing project in Zambian languages
69.	MC 102	International journalism
70.	MC 112	Writing for the media II
71.	MC 135	Media law
72.	MC 202	Basic reporting
73.	MC 222	Media and society
74.	MC 225	Introduction to television production I
75.	MC 342	Hardcopy editing
76.	MC 362	Television production
77.	MC 372	Computer assisted reporting II
78.	MC 402	Investigative reporting
79.	MC 422	News agency reporting
80.	MC 442	Advanced television production II
81.	MC 902	Advertising practice

82.	MC 912	Public relations practice
83.	MC 922	Photojournalism
84.	PA 125	Introduction to public administration
85.	PA 201	National government and administration
86.	PA 202	Comparative administration
87.	PA 322	Comparative local government administration
88.	PA 325	Organizational behavior and management
89.	PA 342	Industrial relations
90.	PA 442	Project evaluation
91.	PA 952	Public enterprise management
92.	PA 955	Strategic management
93.	PH 101	Introduction to philosophy
94.	PH 102	Fundamental problems in philosophy
95.	PH 222	Modern and contemporary
96.	PH 325	Ethics and crime
97.	PH 945	Health care ethics
98.	PH 965	Business ethics
99.	PL 115	Introduction to political science
100.	PL 252	Comparative politics II
101.	PL 312	Utilitarianism and contemporary liberalism
102.	PL 322	Foreign policies of African states
103.	PL 332	Foreign policies analysis and evaluation
104.	PS 242	Psychology of adolescence
105.	PS 342	Tests and measurements
106.	PS 452	Organizational behavior
107.	PS 472	Counselling practice and applications
108.	S 111	Introduction to Sociology -
109.	S 112	Introduction to sociology
110.	S 212	Contemporary sociological theories
111.	S 312	Urban problems and management in developing countries
112.	S 322	Sociology of contemporary social problems
113.	S 902	Industrial sociology
114.	S 912	Refugees studies
115.	S 925	Criminology
116.	S 932	Social change and development
117.	S 975	Medical sociology
118.	S 995	Social impact assessment
119.	SS 242	Statistical methods in social sciences
120.	SW 112	Introduction to social work



# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF LITERATURE AND LANGUAGES**

**SECOND SEMESTER EXAMINATIONS – FEBRUARY 2007**

**D212: INTRODUCTION TO THEATRE**

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**Instructions:**

Answer all questions in Sections A and B, and two from Section C.

**NO TEXTBOOKS ARE ALLOWED IN THE EXAMINATION ROOM EXCEPT A DICTIONARY.**

**Time: Three Hours**

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**Section A: This section carries 40 marks.**

**Part 1: Write brief notes on the difference between the following:**

- (1) Comedy and tragicomedy. (2)
- (2) Climax and peripeteia. (2)
- (3) Rising action and the resolution of a play. (2)
- (4) Point of attack and inciting incident. (2)
- (5) Role of the director and that of the stage manager. (2)
- (6) Upstage and downstage. (2)
- (7) Conversation and stage dialogue. (2)

- (8) Spectator and Spect-Actor (2)
- (9) Pyschodrama and playback theatre (2)
- (10) Protagonist and antagonist. (2)

**Briefly explain the following:**

- (1) Properties (2)
- (2) Thrust stage (2)
- (3) Apron (2)
- (4) Director's actualisation of a play (2)
- (5) Grotowski's 'poor theatre' (2)
- (6) Stanislavski's 'Method' (2)
- (7) Forum theatre (2)
- (8) Theatre of the absurd (2)
- (9) Stageability of a play (2)
- (10) Fictional world of a play (2)

**Section B: Answer two questions. Question 1 is compulsory. Each question carries 30 marks.**

- 1. 'Nora and Lysistrata are truly "liberated women".' Do you agree or disagree with this assertion? Give reasons only from the texts of 'A Doll's House' and 'Lysistrata'.
- 2. In 'A Doll's House', Nora fights for personal freedom, while in 'Lysistrata' Lysistrata fights for peace. Compare and contrast the approaches the two women apply in their fight.
- 3. What factors contribute to the success of Lysistrata's plan? Elaborate.
- 4. 'Torvald Helmer's reaction to Nora's act of forgery is justified'. Do you agree or disagree with this assertion? Elaborate.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006/2007 ACADEMIC YEAR**  
**SECOND SEMESTER FINAL EXAMINATION**

**DE 112: INTRODUCTION TO SOCIAL, ECONOMIC AND DEMOGRAPHIC STATISTICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS FROM SECTION A AND  
ANY TWO (2) FROM SECTION B**

**ENSURE TO UNDERSTAND QUESTIONS BEFORE  
ATTEMPTING TO ANSWER THEM.**

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**SECTION A**

1. What use do labour statistics have? In the same way, explain why labour force statistics are very difficult to compare among countries?
2. Critically observe the data patterns below and answer questions given appropriately.

Age Group	Women who have had sex	Women who have had non-marital sex with men 10+ years older than they are
15-19	5699	3374
20-24	4901	2843
25-29	4452	2687
30-34	4354	2287
35-39	3844	1998
40-44	2807	1671
45-49	2394	1375
Not Sure	3753	1195

- (i) Take care of the "not sure" before you go any further.
- (ii) Given that only about 5% of the women are married, how many women aged 15-49 have had non-marital sex?
- (iii) What proportion of the women aged 25-29 are reporting having had sex with a man 10+ years older than they were?
- (iv) Calculate "Age Mixing in Sexual Relations" as given in the data and make appropriate comments.

- 8
- (v) Give Three Basic measurements "Age Mixing in Sexual Relations" as an indicator tries to achieve (not based on the data given)

3. Accepting attitudes towards People Living With HIV/AIDS is a sub-indicator of Stigma and Discrimination:

- (i) What is the definition of this indicator and what are its measurement tools?
- (ii) What does it measure?
- (iii) Explain steps involved in measuring it.
- (iv) If 200 people are surveyed and 13 answer negatively to the hypothetical questions posed, what is the accepting attitude proportion? What comments can you make?

4. Use the table given to answer questions below:

Estimated World Population: 2000-2004  
(millions)

Year	Mid-Year population
2000	3037
2001	3696
2002	4432
2003	5321
2004	6067

- (a) What was the percentage change in the world's population in **each year**?
- (b) What was the average annual numeric increase in the population in **each year**?
- (c) What was the average annual growth rate percent in **each year**?
- (d) How long would the world's population take to double if the growth rate continued at the average level for each year?
- (e) Using the average growth rates from (c) above, estimate the year in which the population (i) reached 4 billion and (ii) 5 billion. Assuming a continuation of the 2000-2004 average growth rate, when would the total population reach 7 billion?

SECTION B

5.

- (a) What are indicators? What are measures? How would you go about constructing indicators?
- (b) Mention 3 types of indicators used in Zambia.
- (c) What functions does monitoring play?
- (d) What is evaluation (as used in m&e), and what phases does it follow?

6. The data below shows ages as reported in the 2002 ZDHS. Study it and answer questions that follow.

Age	Population
15	1897
20	4694
25	1067 ✓
30	3073 +
35	4585 ✓
40	1544 ✓
45	1132 ✓
50	1040 ×
55	4439 ✓
60	2061 ✓
65	1095
70	2354
80+	3274
not stated	814

- (i) Determine the level of age irregularities for digit "5" and comment.
- (ii) Determine the level of age preferences for digit "0" and comment.
- (iii) Measure age problems for both digit "0" and "5" and comment.

7. The data below is a record of ages in months for a cohort of boys and girls with information on immunisation. Critically analyse the data and answer questions below.

Age in Months	Boys	Girls	Total number Immunized
0-4	9345	10696	5515
5-9	8651	10877	5034
10-14	8347	9902	4947
15-19	8137	8692	4532
20-24	7932	6811	3409
Not stated	6351	7062	2400

- (a) Redistribute **all** the "not stated" categories.
- (b) What proportion of girls and boys aged 10-14 months are immunised?
- (c) What proportion of boys aged 15 months and above are immunised?
- (d) What is the overall immunisation proportion for the data given above?

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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006/7 ACADEMIC YEAR SECOND SEMESTER**

**DE 312: COMPONENTS OF POPULATION CHANGE EXAM**

**TIME: THREE HOURS**

**INSTRUCTIONS: SECTION A AND B ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION C**

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**SECTION A (COMPULSORY, 20 MARKS)**

Q1. Define the following concepts:

- i) Net migration
- ii) Infant mortality
- iii) Total fertility
- iv) Life expectancy
- v) Marriage

**SECTION B (COMPULSORY, 30 MARKS)**

Q2. Explain the following:

- i) Types of migration
- ii) Fetal deaths
- iii) The influence of marriage on fertility

**SECTION C (ANSWER ANY 2 (TWO) QUESTIONS, 50 MARKS)**

Q3. Discuss the direct and indirect determinants of relatively high fertility in Africa.

Q4. Discuss the likely consequences of rural to urban migration in a developing country like Zambia. What policies or programs would you put in place to reverse the negative consequences?

Q5. Explain why More Developed Regions (MDRs) have had low infant Mortality while Less Developed Regions (LDRs) have had high Infant Mortality

- Q6. What are the factors behind the slow pace of Zambia's fertility decline?  
What realistic programs would you put in place to increase the pace of decline?
- Q7. Compare and contrast the consequences of increasing and declining mortality in a developing country like Zambia

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**END OF EXAM**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006/07 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**

**DE 322**

**INTRODUCTION TO DEMOGRAPHIC ANALYSIS**

**INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION A AND ALL QUESTIONS FROM SECTION B. IN TOTAL YOU SHOULD ANSWER FOUR QUESTIONS**

**TIME: THREE (3) HOURS**

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**SECTION A**

Q1.

- (i) What are the two approaches of studying fertility?
- (ii) What measures can be derived from each of the approaches?
- (iii) What are the merits and demerits of measures based on these two approaches?
- (iv) What is reproductivity and why is it necessary to study it?
- (v) What are the basic measures of internal migration in Zambia?
- (vi) What questions are usually asked to get information on internal migration in Zambia?
- (vii) Why is migration one of the most complex demographic variables to study?

Q2.

- (i) What are the shortcomings of using the conventionally calculated infant mortality rates?
- (ii) Illustrate the adjustment of conventional infant mortality rate using separation factors.
- (iii) What are the distinctive characteristics of death rates and mortality rates?
- (iv) Why do we standardize the crude death rate and when do you use the indirect method of standardization?
- (v) What are the basic measures of internal migration in Zambia?
- (vi) What questions are usually asked to get information on internal migration in Zambia?
- (vii) Why is migration one of the most complex demographic variables to study?

## SECTION B

- Q3. (a) (i) What is a life table?  
(ii) What are its applications in demographic analysis?  
(iii) In life table construction, it is always important to convert the central death rates,  $nM_x$ s, into a probability of dying,  $q_x$ . What logic underlies this? Give the conversion formula.
- (b) Given age and  $nq_x$  values below for Austria, males, 1992.  
Construct a life-table with the initial cohort of 100,000 ( $l_0 = 100,000$ ),  
Separation factor ( $f$ ) = 0.3.  ${}_∞L_{55+} = l_{55+} \cdot \log_{10} l_{55+}$ .

Age	$nq_x$
0	0.008672
1-4	0.001479
5-9	0.000766
10-14	0.000963
15-19	0.004872
20-24	0.006405
25-29	0.005659
30-34	0.006779
35-39	0.009368
40-44	0.014577
45-49	0.023975
50-54	0.035082
55+	1.0000

- (i) Calculate the life-table birth rate and death rate.  
(ii) What is the probability of not surviving from birth to age 25?  
(iii) What is the probability of surviving from age 5 to age 30?

Q4. Given the data below estimate net migration by age for males, Inner City, 1981-1991.

Age		Population 1981	Ten-year lifetable survival rate	Population 1991
1981	1991			
0-4	10-14	77,135	0.9087	132,870
5-9	15-19	85,434	0.9573	170,227
10-14	20-24	79,185	0.9471	263,971
15-19	25-29	82,603	0.9308	253,964
20-24	30-34	126,247	0.9223	195,373
25-29	35-39	155,344	0.9161	151,259
30-34	40-44	138,843	0.9047	118,383
35-39	45-49	109,356	0.8850	76,421
40-44	50-54	81,626	0.8548	65,897
45-49	55-59	47,062	0.8122	32,265
50-54	60-64	36,908	0.7535	22,248
55-59	65-69	15,134	0.6726	9,655
60+	70+	25,094	0.3866	10,100

- (i) What are the assumptions and weaknesses of this method of estimating net migration?  
(ii) Compare the 'Reverse' and 'Place of birth and Place of Enumeration' methods of estimating net migration.

Q5. Given below are data for Luapula Province, Zambia in 1990.

Age	Women Population		Births		Sex Ratio	<u>Survival ratios from birth to age group of Mother</u>
	Urban	Rural	Urban	Rural		
15-19	6,021	27,934	399	3,058	97	0.97862
20-24	4,568	22,150	964	6,308	99	0.97487
25-29	3,240	16,141	828	4,618	104	0.97106
30-34	2,657	12,661	654	3,286	99	0.96683
35-39	1,806	9,751	318	2,194	101	0.96195
40-44	1,501	9,882	141	1,041	100	0.95695
45-49	1,118	7,720	30	328	95	0.94816

Assuming that the sex ratios and survival ratios are the same for both urban and rural areas in Luapula province. Calculate the following measures for both urban and rural areas:

- (i) General fertility rate (GFR)
- (ii) Total Fertility Rate (TFR)
- (iii) Gross Reproduction Rate (GRR)
- (iv) Net Reproduction Rate (NRR)
- (v) Based on your computations discuss the level and pattern of fertility in Luapula Province.

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-END OF EXAMINATION-  
GOOD LUCK!

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006/2007 SECOND SEMESTER EXAMINATIONS**

**DE 411: ADVANCED METHODS OF DEMOGRAPHIC DATA  
EVALUATION, ADJUSTMENT AND ESTIMATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY  
TWO QUESTIONS IN SECTION B.**

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**SECTION A**

**ANSWER ALL QUESTIONS IN THIS SECTION**

1. Briefly describe, with examples where possible, the following:
  - a) An ordinary life table
  - b) A model life table
  - c) An empirical model life table
  - d) A relational model life table
2. Briefly and succinctly respond to the questions on model life tables below:
  - a) Describe the steps involved in the construction of the Coale – Demeny model life tables
  - b) What are the limitations of the Coale Demeny model life tables?
  - c) Mention five varying mortality components identified by Ledermann and Brass as being common to most model life tables.
  - d) Recommend the life table model among the Coale and Demeny family life tables that should be used in a situation where a population has no mortality pattern available and why.

3. Briefly and succinctly respond to the questions below:

- a) State the three main uses of the stable population model.
  - b) Why is the Intrinsic Rate of Natural Increase (IRNI) different from Crude Rate of Natural Increase (CRNI) and under what circumstances are these equal, (5 marks)?
  - c) Define and explain the concepts of population estimation and projection, highlighting major strengths and weaknesses.
  - d) Mention four methods of making population projections
- 

## **SECTION B**

**ANSWER ANY TWO QUESTIONS IN THIS SECTION.**

1. Demonstrate your knowledge of population projections by responding to the questions below:

- a) State the basic principle of the component method of projection and state the three major steps involved in the component method of population projections.
- b) Why is the component method the best method of obtaining projection figures for further future dates?
- c) Attached are incomplete tables 3.a and 3.b showing the projection of the population, Zambia 1990 to 1995. Given that the sex ratio at birth for Zambia is 103 and probability of dying from birth to the midst of the age group 0-4 is 0.11708 for females and 0.12769 for males, complete tables 3a and 3b. Your computations should be shown in a clearly labeled table four (4) accompanied by a narrative explanation of how each column of the table is obtained.

2.

- a) Define and explain the concepts of stable and quasi stable population.
- b) Do you think the concepts of stable and quasi stable population are applicable to Zambia? Give reasons to your answer.

- c) Assume a North" female population with  $e_0$  of 48.7 years and a rate of growth of 2.63 per year and solve for the following using the tables provided:

- i. The birth rate (b)
- ii. The death rate (d)
- iii. The GRR at 29 years
- iv. The proportion of the population up to 35 years  $C(35)$

Use the model life tables and stable population models provided.

3.

- a) What are the main properties of the stable population?
- b) What is the mean age of a generation?
- c) Given the data below and a sex ratio of 1.03 for Zambia, compute the intrinsic rate of natural increase?

Table 1: Calculation of the intrinsic rate of increase, Zambia 1990										
Age of mother	Total births	Total women				nLx				
1	2	3	4	5	6	7	8	9	10	11
15-19	42,637	485,039				367,790				
20-24	95,233	380,848				357,928				
25-29	78,151	284,596				346,765				
30-34	55,645	218,847				334,263				
35-39	31,675	149,997				320,415				
40-44	16,732	139,054				305,440				
45-49	6,028	109,866				289,650				



- d) Given Table 2 below, summarize the main steps in computing a stable population.

Table 2: Calculation of birth and death rates and stable age distribution: Zambia, 1990											
Exact age x (1)	Interval n (2)	Average Age y (3)	Stationary Population		r = 0.0247 Stable Population		Factor e <sup>-ny</sup> (8)	Stable Population		Stable Population	
			Female l <sub>x</sub> (4)	Male l <sub>x</sub> (5)	Female nL <sub>x</sub> (6)	Male nL <sub>x</sub> (7)		Female Derivative (9)	Male Derivative (10)	Female (Total = 10,000) (11)	Male (12)
0	1	0.3	100,000	103,000	91,804	92,760	0.993	91,125	92,073	197	
1	4	2.6	88,292	88,371	329,713	327,910	0.938	309,148	307,457	668	
5	5	7.5	79,605	78,899	389,595	385,578	0.830	323,543	320,207	699	
10	5	12.5	76,233	75,332	376,780	372,193	0.734	276,452	273,086	597	
15	5	17.5	74,479	73,545	367,790	362,666	0.648	238,421	235,099	515	
20	5	22.5	72,637	71,521	357,928	350,630	0.573	204,999	200,820	443	
25	5	27.5	70,534	68,731	346,765	336,612	0.506	175,471	170,333	379	
30	5	32.5	68,172	65,914	334,263	322,372	0.447	149,441	144,125	323	
35	5	37.5	65,533	63,035	320,415	307,383	0.395	126,563	121,416	273	
40	5	42.5	62,633	59,918	305,440	290,707	0.349	106,594	101,453	230	
45	5	47.5	59,543	56,365	289,650	271,758	0.308	89,309	83,792	193	
50	5	52.5	56,317	52,338	272,018	249,852	0.272	74,102	68,064	160	
55	5	57.5	52,490	47,602	250,528	224,118	0.241	60,298	53,941	130	
60	5	62.5	47,721	42,045	222,940	193,334	0.213	47,407	41,112	102	
65	5	67.5	41,455	35,289	187,043	156,460	0.188	35,141	29,395	76	
70	5	72.5	33,362	27,295	142,710	114,052	0.166	23,688	18,932	51	
75	5	77.5	23,722	18,326	94,383	70,676	0.147	13,842	10,365	30	
80	5	82.5	14,031	9,945	58,188	39,755	0.130	7,539	5,151	16	
								2,353,083	2,276,819	5,082	

END OF EXAMINATION

## LIFE TABLES

MODEL NORTH

LEVEL 11

## FEMALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	129.78	12978	141.74	100000	91564.	0.83241 (1)	4500000.	45.000	0
1	110.88	9649	29.72	87022	324641.	0.90510 (2)	4408436.	50.659	1
5	47.74	3694	9.80	77373	376709.	0.96585	4083795.	52.781	5
10	25.75	1897	5.22	73680	363844.	0.97344	3707086.	50.314	10
15	27.45	1970	5.56	71782	354182.	0.97044	3343242.	46.575	15
20	31.92	2228	6.48	69812	343711.	0.96570	2989061.	42.816	20
25	36.96	2498	7.53	67583	331921.	0.96028	2645350.	39.142	25
30	42.82	2787	8.74	65085	318738.	0.95430	2313429.	35.545	30
35	48.96	3050	10.03	62298	304172.	0.94862	1994691.	32.018	35
40	54.14	3207	11.12	59248	288543.	0.94353	1690519.	28.333	40
45	59.15	3315	12.18	56041	272248.	0.93419	1401976.	25.017	45
50	73.48	3874	15.23	52726	254332.	0.91508	1129727.	21.426	50
55	98.30	4802	20.63	48852	232734.	0.88215	875395.	17.919	55
60	141.32	6225	30.32	44050	205307.	0.82898	642662.	14.590	60
65	208.49	7886	46.33	37824	170195.	0.75011	437354.	11.563	65
70	306.56	9178	71.89	29938	127665.	0.63865	267159.	8.924	70
75	429.08	8908	109.25	20760	81533.	0.50117	139494.	6.719	75
80	581.92	6897	168.80	11853	40862.	0.34601	57961.	4.890	80
85	748.45	3709	262.32	4955	14139.	0.19350	17099.	3.451	85
90	887.41	1106	404.34	1247	2736.	0.08036	2960.	2.375	90
95	968.45	136	618.24	140	220.	0.02090 (3)	225.	1.600	95
100	1000.00	4	943.65	4	5.	0.0	5.	1.060	100

## MALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	152.23	15223	169.52	100000	89801.	0.80971 (1)	4177928.	41.779	0
1	116.19	9851	31.27	84777	315054.	0.90047 (2)	4088128.	48.222	1
5	48.88	3663	10.05	78927	364561.	0.96540	3773074.	50.357	5
10	25.56	1821	5.18	71264	351949.	0.97269	3408513.	47.829	10
15	29.27	2032	5.94	69443	342336.	0.96498	3056565.	44.016	15
20	41.45	2794	8.46	67410	330345.	0.95755	2714229.	40.264	20
25	43.58	2816	8.90	64616	316322.	0.95507	2383883.	36.893	25
30	46.45	2871	9.50	61800	302111.	0.95065	2067562.	33.456	30
35	52.65	3103	10.80	58929	287201.	0.94246	1765451.	29.959	35
40	63.13	3524	13.02	55827	270676.	0.93096	1478250.	26.479	40
45	75.88	3969	15.75	52303	251989.	0.91511	1207574.	23.088	45
50	95.45	4613	20.01	48334	230598.	0.89202	955585.	19.770	50
55	122.99	5377	26.14	43721	205698.	0.85676	724986.	16.582	55
60	168.25	6451	36.61	38343	176234.	0.80231	519288.	13.543	60
65	236.02	7527	53.24	31892	141395.	0.72045	343055.	10.757	65
70	341.27	8315	81.62	24365	101868.	0.60165	201660.	8.277	70
75	472.55	7584	123.75	16050	61289.	0.45830	99792.	6.211	75
80	619.63	5246	186.75	8466	28089.	0.31310	38503.	4.548	80
85	776.44	2500	284.28	3220	8795.	0.17184	10414.	3.234	85
90	901.90	649	429.60	720	1511.	0.07049	1620.	2.250	90
95	972.63	69	644.81	71	107.	0.01842 (3)	109.	1.537	95
100	1000.00	2	966.82	2	2.	0.0	2.	1.034	100

LEVEL 12

## FEMALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	117.47	11747	127.19	100000	92364.	0.84838 (1)	4750000.	47.500	0
1	98.78	8718	26.27	88253	331827.	0.91556 (2)	4657636.	52.776	1
5	42.53	3383	8.71	79535	388373.	0.96954	4325809.	54.389	5
10	23.09	1758	4.67	76152	376541.	0.97609	3937436.	51.705	10
15	24.82	1846	5.02	74394	367538.	0.97318	3560895.	47.865	15
20	29.04	2107	5.89	72547	357680.	0.96880	3193358.	44.018	20
25	33.60	2367	6.83	70440	346522.	0.96393	2835678.	40.256	25
30	38.84	2644	7.92	68074	334024.	0.95855	2489155.	36.566	30
35	44.40	2905	9.07	65430	320178.	0.95321	2155132.	32.938	35
40	49.49	3095	10.14	62525	305198.	0.94825	1834954.	29.348	40
45	54.33	3229	11.16	59430	289403.	0.93924	1529757.	25.740	45
50	68.13	3829	14.09	56202	271819.	0.92125	1240354.	22.070	50
55	91.10	4771	19.05	52373	250414.	0.89038	968535.	18.493	55
60	131.69	6269	28.11	47602	222965.	0.83984	718121.	15.086	60
65	195.69	8088	43.19	41333	187254.	0.76431	495156.	11.980	65
70	289.58	9627	67.27	33245	143119.	0.65630	307902.	9.262	70
75	409.18	9664	102.89	23618	93929.	0.52162	164783.	6.977	75
80	562.46	7848	160.19	13954	48995.	0.36396	70854.	5.078	80
85	731.86	4468	250.57	6105	17832.	0.20715	21859.	3.580	85
90	877.05	1436	388.70	1637	3694.	0.08791	4026.	2.459	90
95	964.48	194	597.85	201	325.	0.02344 (3)	333.	1.652	95
100	1000.00	7	917.52	7	8.	0.0	8.	1.090	100

## MALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	138.04	13804	152.11	100000	90751.	0.82743 (1)	4424208.	44.242	0
1	103.66	8935	27.67	86196	322963.	0.91127 (2)	4333456.	50.275	1
5	43.77	3382	8.97	77261	377004.	0.96899	4010493.	51.909	5
10	23.02	1701	4.66	73879	365313.	0.97518	3633489.	49.182	10
15	26.82	1936	5.43	72178	356245.	0.96786	3268176.	45.279	15
20	38.07	2674	7.76	70242	344794.	0.96104	2911931.	41.455	20
25	39.97	2700	8.15	67568	331361.	0.95880	2567136.	37.993	25
30	42.59	2763	8.70	64868	317709.	0.95478	2235775.	34.467	30
35	48.20	2993	9.87	62105	303342.	0.94730	1918066.	30.884	35
40	57.83	3418	11.90	59112	287355.	0.93666	1614724.	27.316	40
45	69.68	3881	14.42	55694	269154.	0.92162	1327369.	23.833	45
50	88.50	4586	18.49	51813	248059.	0.89991	1058215.	20.424	50
55	113.86	5377	24.09	47227	223231.	0.86659	810156.	17.154	55
60	157.31	6583	34.03	41850	193449.	0.81421	586925.	14.025	60
65	222.39	7843	49.79	35266	157509.	0.73556	393476.	11.157	65
70	323.02	8858	76.46	27423	115857.	0.62051	235968.	8.605	70
75	451.05	8374	116.48	18565	71890.	0.47999	120111.	6.470	75
80	599.68	6111	177.11	10191	34506.	0.33121	48220.	4.732	80
85	760.06	3101	271.31	4080	11429.	0.18521	13714.	3.361	85
90	891.97	873	412.50	979	2117.	0.07774	2285.	2.334	90
95	968.87	102	622.63	106	165.	0.02087 (3)	168.	1.589	95
100	1000.00	3	938.49	3	4.	0.0	4.	1.066	100

(1) P(birth), (2) P(0-4), (3) T(100)/T(95)

## MODEL NORTH

## LIFE TABLES

LEVEL 13  
FEMALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	106.02	10602	113.87	100000	93108.	0.86410 (1)	5000000.	50.000	0
1	85.84	7674	22.64	89398	338943.	0.92650 (2)	4906892.	54.888	1
5	37.04	3027	7.56	81724	400295.	0.97328	4567948.	55.895	5
10	20.57	1618	4.15	78697	389600.	0.97851	4167653.	52.958	10
15	22.52	1736	4.55	77078	381226.	0.97553	3778054.	49.016	15
20	26.63	2007	5.40	75343	371897.	0.97142	3396828.	45.085	20
25	30.75	2255	6.24	73336	361269.	0.96706	3024930.	41.248	25
30	35.38	2515	7.20	71081	349370.	0.96226	2663661.	37.473	30
35	40.39	2770	8.24	68566	336184.	0.95717	2314291.	33.753	35
40	45.57	2999	9.32	65797	321786.	0.95225	1978107.	30.064	40
45	50.22	3154	10.29	62798	306421.	0.94352	1656321.	26.375	45
50	63.61	3794	13.12	59644	289114.	0.92657	1349901.	22.633	50
55	84.79	4735	17.68	55850	267885.	0.89753	1060786.	18.993	55
60	123.41	6308	26.24	51115	240434.	0.84909	792901.	15.512	60
65	184.90	8285	40.58	44807	204149.	0.77599	552467.	12.330	65
70	275.98	10079	63.63	36522	158418.	0.67012	348319.	9.537	70
75	394.11	10421	98.17	26442	106158.	0.53723	189901.	7.182	75
80	547.38	8770	153.77	16021	57031.	0.37799	83743.	5.227	80
85	718.74	5212	241.77	7251	21597.	0.21803	26711.	3.684	85
90	868.64	1772	376.94	2040	4700.	0.09407	5154.	2.527	90
95	961.15	258	582.45	268	442.	0.02595 (3)	454.	1.693	95
100	1000.00	10	897.79	10	12.	0.0	12.	1.114	100

## MALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	124.71	12471	136.08	100000	91645.	0.84498 (1)	4669661.	46.697	0
1	90.15	7891	23.85	87529	330847.	0.92247 (2)	4578017.	52.303	1
5	38.61	3075	7.89	79638	389735.	0.97252	4247170.	53.331	5
10	20.62	1579	4.17	76563	379026.	0.97744	3857435.	50.382	10
15	24.77	1857	5.01	74984	370464.	0.97027	3478409.	46.389	15
20	35.24	2577	7.17	73127	359451.	0.96394	3107945.	42.501	20
25	36.98	2609	7.53	70550	346490.	0.96189	2748495.	38.958	25
30	39.39	2676	8.03	67941	333285.	0.95824	2402005.	35.354	30
35	44.43	2900	9.08	65265	319367.	0.95144	2068720.	31.697	35
40	53.23	3320	10.92	62365	303861.	0.94170	1749352.	28.050	40
45	64.10	3785	13.23	59046	286146.	0.92739	1445492.	24.481	45
50	82.46	4557	17.17	55261	265369.	0.90653	1159346.	20.979	50
55	106.46	5398	22.44	50704	240566.	0.87453	893977.	17.631	55
60	148.52	6729	31.98	45306	210382.	0.82373	653412.	14.422	60
65	211.58	8162	47.10	38577	173298.	0.74747	443029.	11.484	65
70	308.79	9392	72.50	30415	129536.	0.63504	269732.	8.868	70
75	434.89	9143	111.15	21023	82260.	0.49644	140196.	6.669	75
80	584.30	6942	169.99	11881	40837.	0.34531	57936.	4.877	80
85	747.14	3690	261.67	4939	14101.	0.19582	17099.	3.462	85
90	883.94	1104	399.75	1249	2761.	0.08364	2998.	2.401	90
95	965.73	140	606.04	145	231.	0.02291 (3)	236.	1.631	95
100	1000.00	5	917.27	5	5.	0.0	5.	1.090	100

LEVEL 14  
FEMALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	95.59	9559	102.06	100000	93660.	0.87865 (1)	5250000.	52.500	0
1	73.48	6645	19.23	90441	345665.	0.93701 (2)	5156340.	57.013	1
5	31.80	2665	6.47	83796	411651.	0.97692	4810675.	57.409	5
10	18.00	1461	3.63	81131	402151.	0.98101	4399024.	54.221	10
15	20.08	1600	4.06	79671	394514.	0.97806	3996873.	50.167	15
20	23.99	1873	4.85	78071	385859.	0.97424	3602360.	46.142	20
25	27.73	2113	5.62	76198	375919.	0.97033	3216500.	42.212	25
30	31.84	2359	6.47	74085	364764.	0.96599	2840581.	38.342	30
35	36.44	2614	7.42	71726	352358.	0.96108	2475817.	34.518	35
40	41.71	2883	8.51	69112	338643.	0.95607	2123460.	30.725	40
45	46.44	3076	9.50	66229	323766.	0.94742	1784817.	26.949	45
50	59.55	3761	12.26	63154	306743.	0.93119	1461051.	23.135	50
55	79.47	4720	16.52	59393	285636.	0.90353	1154308.	19.435	55
60	116.47	6368	24.67	54673	258082.	0.85688	868671.	15.889	60
65	175.80	8492	38.40	48305	221145.	0.78590	610589.	12.640	65
70	264.43	10528	60.58	39813	173798.	0.68191	389444.	9.782	70
75	381.22	11164	94.20	29285	118515.	0.55067	215645.	7.364	75
80	534.24	9681	148.34	18121	65263.	0.39030	97130.	5.360	80
85	707.12	5968	234.30	8440	25472.	0.22773	31867.	3.776	85
90	861.04	2128	366.92	2472	5801.	0.09965	6395.	2.587	90
95	958.07	329	569.32	344	578.	0.02751 (3)	594.	1.730	95
100	1000.00	14	880.95	14	16.	0.0	16.	1.135	100

## MALES

Age(x)	1000 q(x)	d(x)	1000 m(x)	l(x)	L(x)	P(x)	T(x)	e(x)	Age(x)
0	112.91	11291	122.16	100000	92435.	0.86080 (1)	4905019.	49.050	0
1	77.87	6908	20.44	88709	337965.	0.93258 (2)	4812584.	54.252	1
5	33.89	2772	6.91	81801	401381.	0.97577	4474619.	54.701	5
10	18.39	1453	3.71	79029	391657.	0.97955	4073238.	51.541	10
15	22.72	1762	4.59	77576	383649.	0.97271	3681581.	47.458	15
20	32.37	2454	6.58	75813	373177.	0.96691	3297932.	43.501	20
25	33.91	2487	6.89	73359	360827.	0.96503	2924755.	39.869	25
30	36.17	2564	7.36	70872	348208.	0.96165	2563927.	36.177	30
35	40.80	2787	8.32	68309	334854.	0.95534	2215719.	32.437	35
40	49.02	3212	10.04	65522	319900.	0.94613	1880865.	28.706	40
45	59.39	3701	12.23	62310	302668.	0.93223	1560965.	25.052	45
50	77.42	4537	16.08	58609	282156.	0.91208	1258298.	21.469	50
55	100.25	5421	21.06	54072	257349.	0.88122	976142.	18.053	55
60	141.10	6865	30.27	48651	226780.	0.83179	718793.	14.774	60
65	202.40	8458	44.84	41786	188633.	0.75762	492012.	11.774	65
70	296.67	9888	69.19	33329	142913.	0.64746	303379.	9.103	70
75	421.05	9870	106.67	23441	92530.	0.51063	160466.	6.846	75
80	570.87	7747	163.97	13571	47248.	0.35770	67936.	5.006	80
85	735.67	4284	253.50	5824	16901.	0.20532	20688.	3.552	85
90	876.64	1350	388.90	1539	3470.	0.08902	3787.	2.460	90
95	962.79	183	591.89	190	309.	0.02481 (3)	317.	1.668	95
100	1000.00	7	899.15	7	8.	0.0	8.	1.112	100

(1) P(birth), (2) P(0-4), (3) T(100)/T(95)

STABLE POPULATIONS AT GIVEN RATES OF POPULATION GROWTH  
DISTRIBUTIONS OF POPULATION AND DEATHS BY AGE, AND VARIOUS INDICES

MODEL NORTH  
FEMALES  
MORTALITY LEVEL 11

AGE	r=	-10.00	-5.00	0.0	5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00
POPULATION AT AGE(X)														
0 -1		1.43	1.72	2.03	2.38	2.76	3.16	3.59	4.03	4.49	4.97	5.45	5.94	6.44
1 -4		5.20	6.16	7.21	8.35	9.55	10.80	12.10	13.43	14.78	16.13	17.48	18.82	20.14
5 -9		6.31	7.31	8.37	9.47	10.59	11.72	12.83	13.92	14.98	15.99	16.94	17.84	18.67
10-14		6.41	7.24	8.09	8.92	9.73	10.50	11.21	11.87	12.45	12.96	13.40	13.76	14.04
15-19		6.56	7.23	7.87	8.47	9.01	9.48	9.88	10.20	10.43	10.59	10.68	10.69	10.64
20-24		6.69	7.19	7.64	8.02	8.32	8.54	8.67	8.73	8.71	8.63	8.48	8.29	8.04
25-29		6.79	7.12	7.38	7.55	7.64	7.65	7.58	7.44	7.24	7.00	6.71	6.39	6.05
30-34		6.86	7.01	7.08	7.07	6.98	6.81	6.59	6.31	5.99	5.64	5.27	4.90	4.52
35-39		6.88	6.86	6.76	6.58	6.33	6.03	5.69	5.31	4.92	4.52	4.12	3.73	3.36
40-44		6.86	6.67	6.41	6.09	5.72	5.31	4.88	4.45	4.02	3.60	3.20	2.83	2.48
45-49		6.81	6.46	6.05	5.60	5.13	4.65	4.17	3.70	3.26	2.85	2.47	2.13	1.83
50-54		6.68	6.18	5.65	5.10	4.56	4.03	3.52	3.05	2.62	2.23	1.89	1.59	1.33
55-59		6.43	5.80	5.17	4.56	3.97	3.42	2.92	2.46	2.06	1.72	1.42	1.16	0.95
60-64		5.96	5.25	4.56	3.92	3.33	2.80	2.33	1.92	1.57	1.27	1.02	0.82	0.65
65-69		5.20	4.46	3.78	3.17	2.63	2.15	1.75	1.40	1.12	0.88	0.69	0.54	0.42
70-74		4.10	3.43	2.84	2.32	1.87	1.50	1.19	0.93	0.72	0.56	0.43	0.32	0.25
75-79		2.75	2.25	1.81	1.44	1.14	0.89	0.68	0.52	0.40	0.30	0.22	0.17	0.12
80-84		1.44	1.15	0.91	0.71	0.54	0.41	0.31	0.23	0.17	0.13	0.09	0.07	0.05
85-89		0.52	0.41	0.31	0.24	0.18	0.13	0.10	0.07	0.05	0.04	0.03	0.02	0.01
90-94		0.11	0.08	0.06	0.05	0.03	0.02	0.02	0.01	0.01	0.01	0.00	0.00	0.00
95+		0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

POPULATION UP TO AGE(X)													
1	1.43	1.72	2.03	2.38	2.76	3.16	3.59	4.03	4.49	4.97	5.45	5.94	6.44
5	6.63	7.88	9.25	10.73	12.31	13.96	15.69	17.46	19.27	21.09	22.93	24.76	26.58
10	12.94	15.19	17.62	20.20	22.90	25.68	28.52	31.39	34.25	37.08	39.87	42.60	45.25
15	19.35	22.44	25.71	29.12	32.62	36.18	39.74	43.25	46.70	50.05	53.27	56.35	59.29
20	25.91	29.66	33.58	37.59	41.63	45.66	49.61	53.45	57.13	60.64	63.95	67.04	69.93
25	32.60	36.86	41.21	45.60	49.95	54.20	58.29	62.18	65.85	69.27	72.43	75.33	77.98
30	39.39	43.98	48.59	53.15	57.59	61.84	65.87	69.62	73.09	76.26	79.14	81.72	84.03
35	46.25	50.99	55.67	60.22	64.57	68.66	72.45	75.93	79.08	81.90	84.41	86.62	88.55
40	53.13	57.85	62.43	66.80	70.90	74.69	78.14	81.24	84.00	86.42	88.53	90.35	91.91
45	59.99	64.53	68.84	72.89	76.62	80.00	83.02	85.69	88.01	90.02	91.73	93.18	94.40
50	66.80	70.98	74.89	78.49	81.75	84.64	87.19	89.39	91.27	92.87	94.20	95.31	96.22
55	73.48	77.17	80.55	83.60	86.31	88.67	90.71	92.44	93.89	95.10	96.09	96.90	97.55
60	79.91	82.97	85.72	88.15	90.27	92.09	93.63	94.91	95.96	96.82	97.51	98.06	98.50
65	85.87	88.21	90.28	92.07	93.60	94.89	95.95	96.82	97.53	98.09	98.53	98.88	99.15
70	91.07	92.67	94.06	95.24	96.23	97.04	97.70	98.23	98.65	98.97	99.23	99.42	99.57
75	95.16	96.11	96.90	97.56	98.10	98.54	98.89	99.16	99.37	99.53	99.65	99.75	99.81
80	97.92	98.35	98.71	99.01	99.24	99.43	99.57	99.68	99.77	99.83	99.88	99.91	99.94
85	99.36	99.50	99.62	99.71	99.78	99.84	99.88	99.92	99.94	99.96	99.97	99.98	99.98
90	99.88	99.91	99.93	99.95	99.96	99.97	99.98	99.99	99.99	99.99	100.00	100.00	100.00
95	99.99	99.99	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

DEATHS AT AGE(X)													
0 -1	7.94	10.27	12.98	16.02	19.29	22.68	26.05	29.32	32.38	35.19	37.74	40.02	42.05
1 -4	6.05	7.73	9.65	11.76	13.99	16.24	18.43	20.47	22.33	23.97	25.39	26.59	27.59
5 -9	2.42	3.03	3.69	4.40	5.12	5.81	6.45	7.00	7.47	7.84	8.12	8.31	8.43
10-14	1.31	1.59	1.90	2.21	2.50	2.77	3.00	3.18	3.30	3.38	3.41	3.41	3.37
15-19	1.43	1.70	1.97	2.23	2.47	2.67	2.82	2.91	2.95	2.95	2.90	2.83	2.73
20-24	1.70	1.97	2.23	2.46	2.66	2.80	2.88	2.90	2.87	2.80	2.69	2.55	2.40
25-29	2.00	2.26	2.50	2.69	2.83	2.91	2.92	2.87	2.77	2.63	2.47	2.29	2.10
30-34	2.35	2.59	2.79	2.93	3.01	3.01	2.95	2.83	2.66	2.47	2.25	2.04	1.82
35-39	2.70	2.90	3.05	3.13	3.13	3.06	2.92	2.73	2.51	2.27	2.02	1.78	1.55
40-44	2.99	3.13	3.21	3.21	3.13	2.98	2.78	2.54	2.27	2.00	1.74	1.49	1.27
45-49	3.24	3.32	3.31	3.23	3.08	2.86	2.60	2.31	2.02	1.73	1.47	1.23	1.02
50-54	3.99	3.97	3.87	3.69	3.42	3.10	2.75	2.38	2.03	1.70	1.41	1.15	0.93
55-59	5.19	5.05	4.80	4.46	4.04	3.57	3.08	2.61	2.17	1.77	1.43	1.14	0.90
60-64	7.08	6.71	6.23	5.64	4.98	4.29	3.62	2.98	2.42	1.93	1.52	1.19	0.90
65-69	9.43	8.72	7.89	6.96	6.00	5.04	4.15	3.34	2.64	2.05	1.57	1.11	0.81
70-74	11.54	10.41	9.18	7.90	6.64	5.45	4.37	3.43	2.64	2.00	1.50	1.06	0.61
75-79	11.77	10.36	8.91	7.48	6.13	4.90	3.83	2.94	2.21	1.63	1.19	0.86	0.61
80-84	9.57	8.21	6.90	5.65	4.52	3.53	2.70	2.02	1.48	1.07	0.76	0.54	0.37
85-89	5.40	4.52	3.71	2.97	2.32	1.77	1.32	0.96	0.69	0.49	0.34	0.23	0.16
90-94	1.69	1.38	1.11	0.86	0.66	0.49	0.36	0.25	0.18	0.12	0.08	0.06	0.04
95-99	0.22	0.17	0.14	0.10	0.08	0.06	0.04	0.03	0.02	0.01	0.01	0.01	0.00
100+	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

DEATHS UP TO AGE(X)														
1	7.94	10.27	12.98	16.02	19.29	22.68	26.05	29.32	32.38	35.19	37.74	40.02	42.05	
5	13.99	17.99	22.63	27.78	33.28	38.92	44.48	49.79	54.71	59.16	63.13	66.61	69.65	
10	16.42	21.02	26.32	32.18	38.40	44.73	50.93	56.79	62.18	67.00	71.24	74.92	78.08	
15	17.72	22.61	28.22	34.39	40.90	47.50	53.92	59.97	65.48	70.38	74.66	78.33	81.46	
20	19.15	24.31	30.19	36.62	43.37	50.16	56.74	62.88	68.43	73.33	77.56	81.16	84.18	
25	20.85	26.28	32.42	39.08	46.03	52.96	59.62	65.78	71.31	76.13	80.25	83.71	86.59	
30	22.85	28.54	34.91	41.78	48.86	55.87	62.54	68.65	74.08	78.76	82.72	86.00	88.69	
35	25.20	31.13	37.70	44.71	51.87	58.89	65.49	71.48	76.74	81.23	84.97	88.03	90.51	
40	27.90	34.03	40.75	47.84	55.00	61.95	68.41	74.22	79.25	83.49	86.99	89.81	92.06	
45	30.89	37.16	43.96	51.05	58.13	64.93	71.19	76.75	81.52	85.49	88.73	91.31	93.34	
50	34.13	40.48	47.27	54.28	61.21	67.79	73.79	79.06	83.54	87.23	90.20	92.54	94.36	
55	38.12	44.45	51.15	57.97	64.64	70.90	76.54	81.45	85.57	88.93	91.60	93.69	95.29	
60	43.31	49.50	55.95	62.42	68.67	74.47	79.63	84.06	87.73	90.70	93.03	94.83	96.19	
65	50.39	56.22	62.18	68.06	73.65	78.76	83.24	87.04	90.15	92.63	94.55	96.01	97.10	
70	59.82	64.94	70.06	75.02	79.65	83.80	87.39	90.38	92.79	94.68	96.12	97.20	98.00	
75	71.36	75.34	79.24	82.92	86.29	89.25	91.75	93.80	95.43	96.68	97.62	98.31	98.81	
80	83.13	85.70	88.15	90.41	92.42	94.15	95.59	96.74	97.63	98.31	98.81	99.17	99.43	
85	92.69	93.91	95.04	96.06	96.94	97.68	98.28	98.76	99.11	99.38	99.57	99.71	99.80	
90	98.09	98.44	98.75	99.03	99.26	99.45	99.60	99.72	99.80	99.86	99.91	99.94	99.96	
95	99.78	99.82	99.86	99.89	99.92	99.94	99.96	99.97	99.98	99.99	99.99	99.99	100.00	
100	99.99	99.99	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	

MODEL NORTH  
FEMALES  
MORTALITY LEVEL 12

STABLE POPULATIONS AT GIVEN RATES OF POPULATION GROWTH  
DISTRIBUTIONS OF POPULATION AND DEATHS BY AGE, AND VARIOUS INDICES

AGE	r = -10.00	-5.00	0.0	5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00
POPULATION AT AGE(X)													
0 -1	1.36	1.64	1.94	2.28	2.65	3.05	3.46	3.90	4.35	4.82	5.30	5.78	6.27
1 -4	5.00	5.95	6.99	8.11	9.30	10.54	11.84	13.16	14.51	15.86	17.21	18.56	19.89
5 -9	6.12	7.12	8.18	9.28	10.40	11.53	12.66	13.77	14.84	15.86	16.83	17.74	18.59
10-14	6.24	7.08	7.93	8.77	9.59	10.38	11.11	11.78	12.38	12.91	13.36	13.73	14.03
15-19	6.41	7.08	7.74	8.35	8.91	9.40	9.81	10.15	10.40	10.58	10.68	10.70	10.67
20-24	6.55	7.07	7.53	7.92	8.24	8.48	8.64	8.71	8.71	8.64	8.51	8.32	8.09
25-29	6.67	7.02	7.30	7.49	7.60	7.62	7.57	7.45	7.26	7.03	6.75	6.44	6.10
30-34	6.76	6.94	7.03	7.04	6.97	6.82	6.61	6.34	6.03	5.69	5.32	4.95	4.58
35-39	6.82	6.82	6.74	6.58	6.35	6.06	5.73	5.36	4.97	4.58	4.18	3.79	3.42
40-44	6.83	6.67	6.43	6.12	5.76	5.36	4.94	4.51	4.08	3.66	3.26	2.89	2.54
45-49	6.81	6.48	6.09	5.66	5.20	4.72	4.24	3.77	3.33	2.91	2.53	2.19	1.87
50-54	6.72	6.24	5.72	5.18	4.64	4.11	3.60	3.13	2.69	2.30	1.95	1.64	1.37
55-59	6.51	5.90	5.27	4.66	4.07	3.51	3.00	2.54	2.13	1.78	1.47	1.21	0.98
60-64	6.09	5.38	4.69	4.04	3.44	2.90	2.42	2.00	1.64	1.33	1.07	0.86	0.68
65-69	5.38	4.63	3.94	3.31	2.75	2.26	1.84	1.48	1.18	0.94	0.74	0.57	0.45
70-74	4.32	3.63	3.01	2.47	2.00	1.60	1.27	1.00	0.78	0.60	0.46	0.35	0.27
75-79	2.98	2.44	1.98	1.58	1.25	0.98	0.76	0.58	0.44	0.33	0.25	0.18	0.14
80-84	1.63	1.30	1.03	0.81	0.62	0.47	0.36	0.27	0.20	0.15	0.11	0.08	0.06
85-89	0.62	0.49	0.38	0.29	0.22	0.16	0.12	0.09	0.06	0.05	0.03	0.02	0.02
90-94	0.14	0.10	0.08	0.06	0.04	0.03	0.02	0.02	0.01	0.01	0.01	0.00	0.00
95+	0.01	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
POPULATION UP TO AGE(X)													
1	1.36	1.64	1.94	2.28	2.65	3.05	3.46	3.90	4.35	4.82	5.30	5.78	6.27
5	6.36	7.58	8.93	10.39	11.95	13.59	15.30	17.06	18.86	20.68	22.51	24.34	26.16
10	12.49	14.70	17.11	19.66	22.35	25.13	27.96	30.83	33.70	36.54	39.34	42.08	44.74
15	18.73	21.78	25.03	28.44	31.94	35.50	39.07	42.61	46.08	49.45	52.70	55.81	58.78
20	25.13	28.87	32.77	36.78	40.85	44.90	48.88	52.75	56.48	60.02	63.37	66.52	69.44
25	31.69	35.94	40.30	44.71	49.09	53.38	57.52	61.47	65.19	68.66	71.88	74.83	77.53
30	38.36	42.96	47.60	52.20	56.69	61.00	65.09	68.92	72.45	75.69	78.63	81.27	83.63
35	45.13	49.90	54.63	59.24	63.65	67.82	71.70	75.26	78.48	81.38	83.95	86.22	88.21
40	51.94	56.72	61.37	65.82	70.01	73.88	77.43	80.62	83.45	85.95	88.13	90.01	91.63
45	58.77	63.39	67.79	71.94	75.77	79.25	82.37	85.13	87.53	89.61	91.39	92.90	94.17
50	65.58	69.87	73.89	77.60	80.96	83.96	86.61	88.90	90.86	92.53	93.92	95.08	96.04
55	72.31	76.11	79.61	82.78	85.60	88.07	90.21	92.03	93.56	94.83	95.87	96.72	97.41
60	78.82	82.00	84.88	87.44	89.67	91.59	93.21	94.57	95.69	96.60	97.34	97.93	98.40
65	84.91	87.39	89.58	91.48	93.11	94.49	95.63	96.57	97.33	97.93	98.41	98.79	99.08
70	90.29	92.02	93.52	94.79	95.87	96.75	97.47	98.05	98.51	98.87	99.15	99.36	99.52
75	94.62	95.65	96.53	97.26	97.87	98.35	98.74	99.05	99.29	99.47	99.61	99.71	99.79
80	97.60	98.10	98.51	98.85	99.12	99.33	99.50	99.63	99.73	99.80	99.85	99.90	99.92
85	99.23	99.40	99.54	99.65	99.74	99.81	99.86	99.90	99.93	99.95	99.96	99.97	99.98
90	99.85	99.89	99.92	99.94	99.95	99.97	99.98	99.98	99.99	99.99	99.99	100.00	100.00
95	99.99	99.99	99.99	99.99	99.99	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
DEATHS AT AGE(X)													
0 -1	7.02	9.18	11.75	14.68	17.90	21.28	24.71	28.07	31.25	34.19	36.86	39.26	41.40
1 -4	5.34	6.90	8.72	10.76	12.95	15.21	17.45	19.57	21.51	23.24	24.75	26.04	27.11
5 -9	5.17	6.74	8.38	10.07	11.81	13.52	15.19	16.78	18.29	19.71	20.98	22.08	23.04
10-14	5.18	6.74	8.38	10.07	11.81	13.52	15.19	16.78	18.29	19.71	20.98	22.08	23.04
15-19	5.11	6.67	8.31	10.00	11.74	13.45	15.12	16.71	18.22	19.64	20.91	22.01	22.97
20-24	5.07	6.63	8.27	10.00	11.74	13.45	15.12	16.71	18.22	19.64	20.91	22.01	22.97
25-29	5.03	6.59	8.23	9.96	11.70	13.41	15.08	16.67	18.18	19.59	20.86	21.96	22.92
30-34	5.00	6.56	8.20	9.93	11.67	13.38	15.05	16.64	18.15	19.56	20.83	21.93	22.89
35-39	4.97	6.53	8.17	9.90	11.64	13.35	15.02	16.61	18.12	19.53	20.80	21.90	22.86
40-44	4.94	6.50	8.14	9.87	11.61	13.32	14.99	16.58	18.09	19.50	20.77	21.87	22.83
45-49	4.91	6.47	8.11	9.84	11.58	13.29	14.96	16.55	18.06	19.47	20.74	21.84	22.80
50-54	4.88	6.44	8.08	9.81	11.55	13.26	14.93	16.52	18.03	19.44	20.71	21.81	22.77
55-59	4.85	6.41	8.05	9.78	11.52	13.23	14.90	16.49	18.00	19.41	20.68	21.78	22.74
60-64	4.82	6.38	8.02	9.75	11.49	13.20	14.87	16.46	17.97	19.38	20.65	21.75	22.71
65-69	4.79	6.35	7.99	9.72	11.46	13.17	14.84	16.43	17.94	19.35	20.62	21.72	22.68
70-74	4.76	6.32	7.96	9.69	11.43	13.14	14.81	16.40	17.91	19.32	20.59	21.69	22.65
75-79	4.73	6.29	7.93	9.66	11.40	13.11	14.78	16.37	17.88	19.29	20.56	21.66	22.62
80-84	4.70	6.26	7.90	9.63	11.37	13.08	14.75	16.34	17.85	19.26	20.53	21.63	22.59
85-89	4.67	6.23	7.87	9.60	11.34	13.05	14.72	16.31	17.82	19.23	20.50	21.60	22.56
90-94	4.64	6.20	7.84	9.57	11.31	13.02	14.69	16.28	17.79	19.20	20.47	21.57	22.53
95-99	4.61	6.17	7.81	9.54	11.28	12.99	14.66	16.25	17.76	19.17	20.44	21.54	22.50
100+	4.58	6.14	7.78	9.51	11.25	12.96	14.63	16.22	17.73	19.14	20.41	21.51	22.47
DEATHS UP TO AGE(X)													
1	7.02	9.18	11.75	14.68	17.90	21.28	24.71	28.07	31.25	34.19	36.86	39.26	41.40
5	12.35	16.08	20.46	25.44	30.85	36.50	42.16	47.63	52.76	57.43	61.61	65.30	68.52
10	18.52	23.81	29.52	35.66	42.02	48.35	54.42	60.05	65.14	69.64	73.55	76.92	80.32
15	24.70	31.84	39.45	47.48	55.83	64.38	72.93	81.38	89.63	97.58	105.13	112.28	119.03
20	30.87	39.58	49.19	59.60	70.71	82.32	94.33	106.64	119.15	131.76	144.37	156.88	169.13
25	36.94	47.25	58.66	70.97	83.98	97.59	111.60	126.01	140.72	155.63	170.64	185.75	200.86
30	42.91	54.82	67.93	82.24	97.65	113.96	131.17	149.18	167.89	187.20	207.11	227.62	248.73
35	48.78	62.29	76.80	92.31	108.82	126.33	144.74	163.95	183.86	204.37	225.48	247.19	269.50
40	54.55	69.56	85.57	102.08	119.59	138.60	158.01	177.72	197.73	218.04			

STABLE POPULATIONS AT GIVEN RATES OF POPULATION GROWTH  
DISTRIBUTIONS OF POPULATION AND DEATHS BY AGE, AND VARIOUS INDICES

MODEL NORTH  
FEMALES  
MORTALITY LEVEL 13

AGE	-10.00	-5.00	0.0	5.00	10.00	15.00	20.00	25.00	30.00	35.00	40.00	45.00	50.00
POPULATION AT AGE(X)													
0-1	1.29	1.56	1.86	2.19	2.55	2.94	3.35	3.78	4.22	4.68	5.15	5.63	6.11
1-4	4.83	5.76	6.78	7.89	9.06	10.30	11.59	12.91	14.25	15.61	16.96	18.31	19.63
5-9	5.96	6.95	8.01	9.11	10.23	11.37	12.51	13.63	14.71	15.75	16.73	17.66	18.52
10-14	6.10	6.94	7.79	8.64	9.47	10.27	11.02	11.70	12.32	12.86	13.33	13.72	14.04
15-19	6.28	6.96	7.62	8.25	8.82	9.32	9.76	10.11	10.38	10.57	10.68	10.72	10.70
20-24	6.44	6.96	7.44	7.85	8.18	8.44	8.61	8.70	8.71	8.65	8.53	8.35	8.13
25-29	6.57	6.94	7.23	7.44	7.56	7.61	7.57	7.46	7.29	7.06	6.78	6.48	6.15
30-34	6.68	6.88	6.99	7.01	6.96	6.82	6.62	6.37	6.06	5.73	5.37	5.00	4.63
35-39	6.76	6.78	6.72	6.58	6.37	6.09	5.77	5.41	5.02	4.63	4.23	3.84	3.47
40-44	6.80	6.66	6.44	6.14	5.80	5.41	4.99	4.57	4.14	3.72	3.32	2.94	2.59
45-49	6.81	6.50	6.13	5.71	5.25	4.78	4.30	3.84	3.39	2.97	2.59	2.23	1.92
50-54	6.75	6.29	5.78	5.25	4.71	4.18	3.67	3.20	2.75	2.35	2.00	1.68	1.41
55-59	6.58	5.97	5.36	4.75	4.15	3.60	3.08	2.61	2.20	1.83	1.52	1.25	1.02
60-64	6.21	5.50	4.81	4.15	3.55	2.99	2.50	2.07	1.70	1.38	1.11	0.89	0.71
65-69	5.54	4.79	4.08	3.44	2.86	2.36	1.92	1.55	1.24	0.98	0.77	0.61	0.47
70-74	4.52	3.81	3.17	2.60	2.11	1.70	1.35	1.06	0.83	0.64	0.49	0.37	0.28
75-79	3.18	2.62	2.12	1.70	1.35	1.06	0.82	0.63	0.48	0.36	0.27	0.20	0.15
80-84	1.79	1.44	1.14	0.89	0.69	0.53	0.40	0.30	0.22	0.16	0.12	0.09	0.06
85-89	0.71	0.56	0.43	0.33	0.25	0.19	0.14	0.10	0.07	0.05	0.04	0.03	0.02
90-94	0.16	0.12	0.09	0.07	0.05	0.04	0.03	0.02	0.01	0.01	0.01	0.00	0.00
95+	0.02	0.01	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

POPULATION UP TO AGE(X)													
1	1.29	1.56	1.86	2.19	2.55	2.94	3.35	3.78	4.22	4.68	5.15	5.63	6.11
5	6.12	7.32	8.64	10.08	11.62	13.24	14.94	16.69	18.48	20.29	22.11	23.93	25.75
10	12.08	14.27	16.65	19.18	21.85	24.62	27.45	30.31	33.18	36.03	38.84	41.59	44.26
15	18.19	21.21	24.44	27.83	31.33	34.89	38.47	42.02	45.51	48.90	52.17	55.31	58.30
20	24.46	28.17	32.06	36.08	40.15	44.21	48.22	52.12	55.88	59.46	62.85	66.03	69.00
25	30.90	35.14	39.50	43.92	48.33	52.65	56.83	60.83	64.60	68.12	71.38	74.38	77.12
30	37.47	42.07	46.73	51.36	55.89	60.26	64.40	68.28	71.88	75.18	78.17	80.86	83.27
35	44.15	48.95	53.71	58.37	62.85	67.08	71.02	74.65	77.94	80.90	83.54	85.86	87.90
40	50.92	55.73	60.44	64.95	69.21	73.17	76.79	80.06	82.97	85.53	87.71	89.71	91.37
45	57.72	62.39	66.87	71.10	75.01	78.58	81.78	84.62	87.10	89.25	91.09	92.65	93.96
50	64.53	68.89	73.00	76.80	80.26	83.36	86.09	88.46	90.50	92.22	93.67	94.88	95.87
55	71.28	75.18	78.78	82.06	84.98	87.54	89.76	91.66	93.25	94.58	95.67	96.56	97.28
60	77.86	81.16	84.14	86.80	89.13	91.14	92.84	94.27	95.45	96.41	97.19	97.81	98.30
65	84.07	86.65	88.95	90.96	92.68	94.13	95.34	96.34	97.14	97.79	98.30	98.70	99.01
70	89.61	91.44	93.03	94.40	95.54	96.49	97.26	97.89	98.38	98.77	99.07	99.31	99.48
75	94.13	95.25	96.20	97.00	97.66	98.19	98.61	98.95	99.21	99.41	99.56	99.68	99.77
80	97.32	97.87	98.33	98.70	99.00	99.24	99.43	99.58	99.69	99.77	99.83	99.88	99.91
85	99.11	99.31	99.47	99.59	99.69	99.77	99.83	99.88	99.91	99.94	99.96	99.97	99.98
90	99.82	99.86	99.90	99.92	99.94	99.96	99.97	99.98	99.99	99.99	99.99	99.99	99.99
95	99.98	99.99	99.99	99.99	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

DEATHS AT AGE(X)													
0-1	6.18	8.18	10.60	13.42	16.57	19.95	23.43	26.89	30.21	33.31	36.15	38.71	40.99
1-4	4.59	6.00	7.67	9.59	11.70	13.91	16.13	18.28	20.29	22.09	23.67	25.03	26.18
5-9	1.89	2.42	3.03	3.70	4.41	5.13	5.82	6.45	6.99	7.44	7.80	8.07	8.25
10-14	1.06	1.33	1.62	1.93	2.24	2.54	2.81	3.04	3.22	3.34	3.41	3.44	3.43
15-19	1.20	1.46	1.74	2.02	2.29	2.53	2.73	2.88	2.97	3.01	3.00	2.95	2.87
20-24	1.46	1.73	2.01	2.28	2.52	2.71	2.86	2.94	2.96	2.92	2.84	2.72	2.58
25-29	1.72	1.99	2.25	2.49	2.69	2.83	2.90	2.91	2.86	2.75	2.61	2.44	2.26
30-34	2.02	2.28	2.52	2.71	2.85	2.93	2.93	2.87	2.74	2.58	2.38	2.18	1.96
35-39	2.34	2.57	2.77	2.91	2.99	2.99	2.92	2.79	2.60	2.38	2.15	1.91	1.68
40-44	2.66	2.86	3.00	3.08	3.08	3.00	2.86	2.66	2.42	2.17	1.91	1.65	1.42
45-49	2.94	3.08	3.15	3.16	3.08	2.93	2.72	2.47	2.19	1.91	1.64	1.39	1.16
50-54	3.72	3.80	3.79	3.70	3.52	3.27	2.96	2.62	2.27	1.93	1.62	1.33	1.09
55-59	4.88	4.86	4.74	4.51	4.18	3.79	3.35	2.89	2.44	2.02	1.65	1.33	1.06
60-64	6.84	6.64	6.31	5.86	5.30	4.68	4.03	3.40	2.80	2.26	1.80	1.41	1.10
65-69	9.44	8.94	8.28	7.50	6.63	5.71	4.79	3.94	3.16	2.49	1.94	1.48	1.12
70-74	12.08	11.15	10.08	8.90	7.67	6.44	5.28	4.23	3.31	2.55	1.93	1.44	1.06
75-79	13.13	11.82	10.42	8.97	7.54	6.18	4.94	3.86	2.95	2.21	1.63	1.19	0.86
80-84	11.60	10.19	8.77	7.37	6.04	4.83	3.77	2.87	2.15	1.57	1.13	0.81	0.57
85-89	7.23	6.21	5.21	4.28	3.42	2.67	2.04	1.51	1.10	0.79	0.56	0.39	0.27
90-94	2.58	2.16	1.77	1.42	1.11	0.85	0.63	0.46	0.33	0.23	0.16	0.11	0.07
95-99	0.39	0.32	0.26	0.20	0.15	0.11	0.08	0.06	0.04	0.03	0.02	0.01	0.01
100+	0.02	0.01	0.01	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

DEATHS UP TO AGE(X)													
1	6.18	8.18	10.60	13.42	16.57	19.95	23.43	26.89	30.21	33.31	36.15	38.71	40.99
5	10.77	14.18	18.28	23.01	28.26	33.86	39.57	45.17	50.50	55.40	59.83	63.74	67.17
10	12.67	16.60	21.30	26.71	32.68	38.98	45.38	51.62	57.49	62.85	67.63	71.81	75.42
15	13.73	17.93	22.92	28.64	34.92	41.53	48.20	54.66	60.70	66.19	71.04	75.25	78.86
20	14.93	19.39	24.66	30.66	37.21	44.06	50.93	57.54	63.67	69.20	74.04	78.20	81.72
25	16.39	21.12	26.66	32.93	39.72	46.77	53.78	60.47	66.63	72.12	76.88	80.92	84.31
30	18.11	23.11	28.92	35.42	42.41	49.60	56.69	63.38	69.49	74.87	79.49	83.36	86.57
35	20.13	25.39	31.43	38.14	45.27	52.53	59.62	66.25	72.23	77.45	81.87	85.54	88.53
40	22.47	27.96	34.20	41.05	48.26	55.52	62.54	69.04	74.83	79.83	84.02	87.45	90.21
45	25.14	30.81	37.20	44.13	51.34	58.53	65.40	71.70	77.26	82.00	85.93	89.11	91.63
50	28.08	33.89	40.36	47.28	54.42	61.46	68.12	74.17	79.45	83.91	87.57	90.50	92.80
55	31.80	37.69	44.15	50.99	57.94	64.73	71.09	76.79	81.72	85.84	89.18	91.83	93.88
60	36.69	42.55	48.89	55.49	62.13	68.52	74.43	79.68	84.16	87.87	90.84	93.16	94.94
65	43.53	49.19	55.19	61.35	67.43	73.20	78.47	83.07	86.96	90.13	92.64	94.57	96.04
70	52.97	58.13	63.48	68.85	74.05	78.91	83.26	87.01	90.12	92.62	94.57	96.06	97.17
75	65.05	69.28	73.56	77.75	81.72	85.35	88.54	91.24	93.44	95.17	96.50	97.50	98.23
80	78.18	81.11	83.98	86.72	89.26	91.53	93.48	95.09	96.38	97.38	98.14	98.69	99.09
85	89.78	91.30	92.75	94.09	95.31	96.36	97.25	97.97	98.53	98.95	99.27	99.50	99.66
90	97.01	97.51	97.96	98.37	98.73	99.03	99.28	99.48	99.63	99.74	99.82	99.88	99.92
95	99.59	99.67	99.73	99.79	99.84	99.88	99.91	99.94	99.96	99.97	99.98	99.99	99.99
100	99.98	99.99	99.99	99.99	99.99	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00



# UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES

SECOND SEMESTER FINAL EXAMINATION

DE 902: POPULATION POLICY AND PROGRAMMES

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT QUESTION 1 AND ANY OTHER TWO QUESTIONS

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1. Zambia recently attained Highly Indebted Poor Countries (HIPC) and has been allowed to re-allocate its resources to its basic needs. Advise the government which institutions should be harnessed in addressing the bottle-necks in the implementation of the current population policy.
  2. During the recent national elections held on 28<sup>th</sup> September, 2006, some Member of Parliament (MP) was elected and subsequently appointed Minister of Finance and National Planning (MoFNP). He has now appointed you as his senior advisor on population issues. Prescribe how you would go about stabilising the high population growth rate that is threatening national development.
  3. A guest lecturer on Law, human rights and population in DE 902: Population Policy and Programmes has failed to come for the lecture. As a senior student in the course you have been requested to turn the lecture hour into a tutorial. Submit your notes on how the three elements of **Law**, **human rights** and **population** are necessary ingredients towards development.
  4. As a Regional Population Advisor in the Common Market for Eastern and Southern Africa (COMESA), document how the impediments observed in the Reproductive Health (RH) programmes can be resolved.
- 

END OF EXAMINATIONS

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 - 2007 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**DE 912: COMPUTER APPLICATIONS IN DEMOGRAPHY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION A AND ANY TWO QUESTIONS IN SECTION B.**

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**SECTION A**

**ANSWER ALL QUESTIONS**

1. Discuss the role of operating systems in computers.
2. Assume you are demographer involved in the Zambia Demographic and Health Survey, explain in some detail how database management software (MS – ACCESS), statistical software (SPSS), spreadsheet (MS – EXCEL), word-processing software (MS – WORD) can be used together but in a systematic way to produce a report on fertility and mortality trends in Zambia.

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**SECTION B**

**ANSWER ANY TWO QUESTIONS**

3. "Computers are indispensable in the modern research." Do you agree or disagree? Discuss this statement with concrete illustrations.
4. Discuss, with relevant examples, the pivotal roles of information technology in commerce, education, and globalization.
5. What are the major problems of the information age and what solutions are possible?
6. Give a brief but informative history of computers.

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**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006/2007 ACADEMIC YEAR SECOND SEMESTER**

**DE 915: REPRODUCTIVE HEALTH**

**TIME: THREE HOURS**

**INSTRUCTIONS: SECTION A, B AND C ARE COMPULSORY. ANSWER ANY TWO (2) QUESTIONS FROM SECTION D**

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**SECTION A (COMPULSORY, 20 MARKS)**

Q1. Define the following concepts:

- i) Gender
- ii) Contraceptive prevalence
- iii) Skilled attendant
- iv) Reproductive mortality
- v) Adolescent

**SECTION B (COMPULSORY, 5 MARKS)**

Q2. Identify the following acronyms:

- i) STD
- ii) ICPD
- iii) STI
- iv) HIV
- v) SRH

**SECTION C (COMPULSORY, 25 MARKS)**

Q3. Explain the following:

- i) Un met need for family planning
- ii) The importance of Reproductive health indicators
- iii) Likely serious effects of untreated syphilis
- iv) The difference between gender roles and sex roles

**SECTION D (ANSWER ANY TWO QUESTIONS, 50 MARKS)**

- Q4. Discuss whether the Safe motherhood action messages can be achieved in Zambia.
- Q5. As a policy maker, how would you use IEC to improve Reproductive Health in the rural areas of Zambia?
- Q6. Discuss how you would make the Family Planning Program effective in your Country.
- Q7. Discuss the major concerns in Maternal Reproductive health in Africa
- Q8. As a policy maker, what HIV and AIDS awareness and prevention programs would you put in the rural areas of Zambia?
- Q9. Discuss the indicators you would use in Zambia to measure the effectiveness of abortion, post abortion and family planning programs.

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**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DIRECTORATE OF DISTANCE EDUCATION  
2006/2007 SECOND SEMESTER FINAL EXAMINATION**

**DS 101: INTRODUCTION TO DEVELOPMENT STUDIES 1**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**Question 1 (one) is compulsory. Answer any other 2 (two) questions in addition to the compulsory question. Write in concise clear good English.**

.....

- 1. Outline and discuss the major common identifying features of developing countries drawing practical examples from any developing country of your choice.**
- 2. Define and analyse the relevance of the concept of Sustainable Development in developing countries.**
- 3. Most developing countries fail to develop due to their failure to accommodate or pay special attention to small holder farmers in their development strategies. Discuss the above statement.**
- 4. Compare and contrast rural poverty with urban poverty giving practical examples where possible.**
- 5. Outline the major tenets of WW Rostow's stages of economic growth theory.**

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
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DIRECTORATE OF DISTANCE EDUCATION  
2006/2007 SECOND SEMESTER FINAL EXAMINATION**

**DS 102: INTRODUCTION TO DEVELOPMENT STUDIES 11**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS**

**Question 1 (one) is compulsory. Answer any other 2 (two) questions in addition to the compulsory question. Write in concise clear good English.**

.....

- 1. Write short notes on any five of the following concepts giving practical examples where possible:-**
  - a) External Economies of Scale**
  - b) Law of Diminishing Returns**
  - c) Capitalism**
  - d) Multinational Corporation**
  - e) Foreign Aid**
  - f) Income Elasticity of Demand**
  
- 2. Compare and contrast any five of the following scenerios giving practical examples where possible:-**
  - a) The role of the state versus the role of the market in development**
  - b) Rural development versus agricultural development**
  - c) Protectionism versus economic liberalism**
  - d) Urban poverty versus rural poverty**
  - e) Import substitution versus export promotion**
  - f) Absolute poverty versus relative poverty**
  
- 3. Define the concept of Foreign Aid and critically analyse its role in the development process of developing economies.**
  
- 4. Within the Zambian context define the concept of SAP and critically examine its effects on the development process of developing countries.**
  
- 5. Compare and contrast the capitalist development strategy with the socialist development strategy. Which one offers better developmental prospects for developing countries and why?**

**END OF THE EXAMINATION**

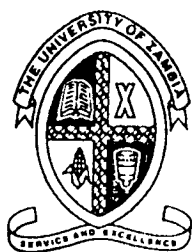
**UNIVERSITY OF ZAMBIA**

**DEPARTMENT OF DEVELOPMENT STUDIES  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DS302: FOOD SECURITY IN DEVELOPING COUNTRIES**

**INSTRUCTIONS**

- 1 QUESTION ONE ( COMPULSORY )**
- 2 ANSWER ANY OTHER TWO (2) QUESTIONS**
- 1. Define and critically analyse the concept of Food security. How relevant is it to the development process of developing countries?**
- 2. Define and say short words of the following concepts:-**
  - A) Food Security**
  - B) Hunger**
  - C) Starvation**
  - D) Malnutrition**
  - E) Poverty**
  - F) Obesity**
- 3. Compare and contrast the concept of domestic food security with importation of food?**
- 4. If Mr/Dr/Nathan Miti was a Director of Food and agriculture, Ministry of agriculture and cooperatives, what best food policy can he put in place to secure the food security of Zambia?**
- 5. What is food aid and how important is it to the food ~~aid~~ security of developing countries?**

**END OF EXAM**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF DEVELOPMENT STUDIES**

**2006 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**DS 422:        DIMENSIONS OF POVERTY REDUCTION II**

**TIME:        THREE HOURS**

**INSTRUCTIONS:**

1.      Question one (1) in Section A is compulsory
  2.      Answer any other two questions from Section B
- 

**SECTION A**

- 1) “Development is not only a matter of economic outputs and social services, but the creation of viable structures of governance that involve the private and voluntary sectors as much as the public one” (Peter Meyns, Walter Eberlei and Fred Mutesa – editors: *Poverty Reduction in a Political Trap?* (2005), p. 41). Discuss the role of the above named three stakeholders in poverty reduction. Give examples to illustrate your arguments.

**SECTION B**

- 2) Education and health services are among the key services identified in poverty reduction process in many Third World Countries like Zambia. Explain the role these two social sectors play in poverty reduction. Give examples to illustrate your answer.
- 3) Civil Society has, in recent times become an involved partner in national development issues and actions, ranging from debt relief to poverty reduction projects in our communities. Critically discuss the role of civil society in poverty reduction.

- 4) International financial and Development Institutions like the World Bank and the United Nations Development Programme (UNDP) have been identified with poverty reduction policies and actions. Show what these institutions are involved in and how they are involved.
- 5) Economic empowerment of ordinary citizens involves policies and actions that give citizens access to public resources as well as rights to exercise the use of such resources for their benefit, and the benefit of their communities. Describe fully the process of empowerment and show how ordinary citizens should benefit from National resources to reduce poverty in their communities.
- 6) The Poverty Reduction Strategy Programme (PRSP) is a process that many ordinary citizens, many even have no knowledge of. Who in your view owns the programme? Explain while giving examples.

**END OF EXAMINATION**



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY EXAMINATIONS**

(23<sup>RD</sup> FEBRUARY 2007 - END OF SECOND SEMESTER)

**DS 402: TECHNOLOGY AND DEVELOPMENT II**

**TIME: 3 HOURS**

**INSTRUCTIONS:**

There are **FOUR** questions in this paper. Pick **ANY THREE** questions of your choice and write brief essays on them.

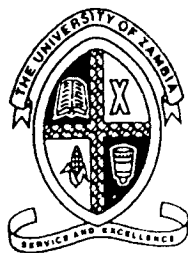
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1. An effective intellectual property rights system rests on three pillars, namely legislation, enforcement and management. Briefly discuss the main challenges a country like Zambia would face in its attempt to implement such an effective intellectual property system.
2. In theory, it has been argued that LDCs as late comers are advantaged in that they can easily use technology already developed in the developed countries to achieve their own development. Critically discuss this assertion while highlighting examples.
3. Compare and contrast the scientific and technological development experiences of Korea with that of India. What lessons can LDCs learn from both approaches?
4. Using practical examples, critically discuss the main characteristics of successful industrial development. What type of industrial approach does a country like Zambia need in order to achieve successful industrialization?

**END OF EXAMINATION**

**GOOD LUCK**





**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF DEVELOPMENT STUDIES**

**2006 ACADEMIC YEAR SECOND SEMSTER FINAL EXAMINATIONS**

**DS 912:        WOMEN AND DEVELOPMENT**

**DURATION: THREE HOURS**

**INSTRUCTIONS:**

Answer **any three questions**. Your answers must be written in clear and concise English. Long and winding answers will not necessarily attract better marks. Unconventional language must be avoided. All Questions carry equal marks.

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1. "Poverty has the face of a woman," Discuss this statement with reference to the efforts to end one of the following:
  - i. illiteracy among women
  - ii. the high maternal morbidity and mortality
  - iii. persistent lack of food security.
2. Liberal Feminists abhor patriarchy. Define patriarchy and discuss the values that inspire liberal feminists.
3. Education is one of the basic building blocks of Development. What strategies have been put in place to promote girl advancement through education?

4. Women are considered to be the major producers of food crops in most less developed countries. Yet they are the most disadvantaged in terms of access to resources. Outline some of the land and agricultural reforms aimed at strengthening women's position in Agriculture in Zambia and Zimbabwe.
5. Recent studies in American Feminism suggest that American women have changed tactics from the radical campaigns of the 1960s and 1980s. What is the current focus of the American Feminist movement and what is the explanation for the change.
6. "The Primary practical requirement for incorporating a gender analysis into development is to consult with and listen to women so that their new roles are better articulated in the new strategies for sustainable Development." Discuss with reference to one of the following:
  - i. Environment
  - ii. Technology OR
  - iii. Water and sanitation
7. Explain how the gender policy envisages empowering women and men to contribute to the eradication of poverty and promote economic development in Zambia.

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES

DS 965: ECONOMIC POLICY, GROWTH AND DEVELOPMENT

EXAMINATION DURATION: 3 HOURS

SECOND SEMESTER EXAMINATION FEBRUARY<sup>1</sup> 2007

**INSTRUCTIONS: Answer Four (4) Questions Only. Write in appropriate English.**

**NB: *Short, Accurate and Astutely Articulated Essays are Encouraged and Ought to Reflect a Scholarly and Analytical Approach.***

***Question One is Compulsory***

1) You have been appointed as a Socio-economic Analyst in the Budget Office in the Ministry of Finance and National Planning (MFONP), and the multilateral institutions i.e. World Bank (WB) and International Monetary Fund (IMF) have asked you to analyze the **National Budget** as an instrument for *Economic Policy Adjustment, Economic Growth and Development* of the country. Critically discuss and analyze the functions of the National Budget. Appropriate examples are necessary and welcome.

***Answer Any Three (3) Questions from Questions 2 to 6.***

2) There is a paradigm shift in the global debate on the **effectiveness** of development Aid. Critically evaluate the effectiveness of development Aid in Low income countries and further analyze whether development aid is imperative and an important aspect to Low income countries (LICs)?

3) Discuss and describe the Poverty Reduction and Strategy Paper (PRSP) and the Poverty Reduction and Growth Facility (PRGF) window as instruments for economic growth and poverty reduction in the LDCs. What have been the roles of the IMF and World Bank in this process of the PRGF? Could the PRGF be described as "old wine in the new bottle"?

4) Economic growth in Asia has been projected at average 8% with China and India in 2006, recording astounding 9.1% and 7.1% economic growth rates; Give an account of the reasons behind this economic growth. What policy issues are at play from which Zambia can learn lessons, and does growth guarantee economic inequality reduction.

5) The East Asian model of higher economic growth in the "**little four dragon economies**" of *Taiwan, Hong Kong, South Korea and Singapore* and rapid industrialization is viewed as a panacea and a good example to the growth problems of LDCs. Critically discuss this assertion, and how could LDCs learn from this East Asian Miracle.

6) Economic development, growth and policy are viewed to be major constraints in Low Income Countries. Arguments exist that economic development is seen as a function of economic growth. Several **quantitative and qualitative** instruments are being used as units of measurements for social and economic development. Critically analyze and discuss these quantitative and qualitative instruments. Are they adequate measures?

**THE END**  
***Best wishes and Good luck***

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<sup>1</sup> 13th February, 2007, DS 965 Examination, 2007



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF DEVELOPMENT STUDIES**

**UNIVERSITY EXAMINATIONS**

**DS 975: ECONOMIC GLOBALISATION AND DEVELOPING COUNTRIES**

**DATE: 14<sup>TH</sup> FEBRUARY 2007**

**TIME: 14:00-17:00 HOURS**

**VENUE: SPORTS HALL**

**DURATION: THREE HOURS**

**INSTRUCTIONS**

1. All candidates are compelled to answer questions one (1) and two (2). In addition answer any one (1) question from section two (2).
2. Question one (1) and two (2) carry 20 marks each while question three (3) and four (4) carry 10 marks each.
3. The duration of the exam is three hours.

**SECTION ONE:**

1. You have been appointed as a **Consultant for the African Union** to explore Africa's positioning in the global economy. You are expected to present the findings of your study to the **Heads of State Summit** which will be held in May 2007 in Cairo, the capital of Egypt. Develop the various scenarios that place Africa strategically in the global economy considering the adversities faced in international trade. Prepare a report to be submitted to the Heads of State Summit. **(20 Marks)**
2. Describe in detail the main features of globalization and the implications of these for LDC economies. **(20 Marks)**

## SECTION TWO

3. You have been invited in your capacity as a journalist to an Economics Association of Zambia (EAZ) monthly meeting where one of the participants makes the following remark whilst commenting on Zambia's current economic crisis: **"Africa has had a poor track record in regional integration and we need to critically analyse this"**. Your Editor in Chief asks you to write a feature article for the newspaper you work for in response to the assertion made by participant. (10 Marks)
4. Write short notes on the following:
- 1) Preferential Trade Area
  - 2) Neo-liberalism
  - 3) The Lome Convention
  - 4) The Washington Consensus
  - 5) Debt Service Ratio (10 Marks)

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES**

**2006/2007 ACADEMIC YEAR SECOND SEMESTER  
EXAMINATIONS**

**E 112: INTRODUCTION TO LANGUAGE AND LINGUISTICS**

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**TIME: THREE HOURS**

**INSTRUCTIONS: Attempt ALL Sections as required. Please read the instructions carefully. Relevant examples will be rewarded.**

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**SECTION A**

**Answer all questions in this Section. The answers should be as brief and accurate as possible.**

1. Define the following design features of language:

- (a) discreteness
- (b) duality of pattern
- (c) reflexiveness
- (d) inter-changeability
- (e) turn-taking      **(10 Marks)**

2. Write briefly on each of the following:

- (a) Phones and Allophone
- (b) Lexical ambiguity
- (c) Morpheme and allomorph
- (d) Dialect
- (e) Contradictory sentences and Analytic sentences      **(10 Marks)**

**SECTION B**

**Answer all questions in this Section. All questions carry equal marks, i.e. 20 Marks each. Note that in question 3 you must choose between (a) and (b).**

3. Attempt **either (a) or (b)**

(a) Comment on the following:

"Language is a social phenomenon. It is an arbitrary, conventional and symbolic method of communication shared by human beings which they use to communicate their ideas and feelings. However, not all forms of communication can qualify to be called language."

(b) Making reference to particular design features of language, state clearly whether you agree or disagree with the following statement:

"The notion of design features of language is useful but it does not clearly account for the differences between human languages and animal languages. After all, some features can be found in human languages as well as in the communication systems of other animal."

4. Which of the two, aphasia or dyslexia, do you consider to be the greater language handicap? (Write an essay of approximately one and half sides).
5. What do you know of language and the brain? For example, you might comment on, amongst other topics, lateralisation, the critical period, Broca's area and Wernicke's area. (Write approximately one and half pages)

**SECTION C**

**Attempt ONE question from this section. The questions carry equal marks, i.e. 20 Marks each.**

6. Justify the definition of linguistics as "the scientific study of language in general and of particular languages.
7. Identify all the types of consonant sounds identified in terms of the **Manner of Articulation**. Give examples from English or any Zambian language.
8. Discuss clearly the major tenets of the Cooperative Principle as proposed by Grice.
9. Give an outline of the major features used in distinguishing between languages and dialects.

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES**

**E122 : INTRODUCTION TO POETRY AND DRAMA 2006  
SECOND SEMESTER EXAMINATION**

**TIME : 3 HOURS**

## **INSTRUCTION**

**STUDENTS ARE ALLOWED TO BRING INTO THE EXAMINATION ROOM A  
COPY OF AN ENGLISH DICTIONARY**

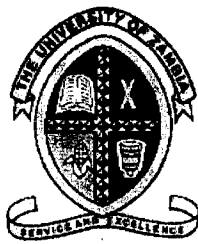
**NO PRESCRIBED TEXTS ARE ALLOWED INTO THE EXAMINATION ROOM  
ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS**



- 1a. In Zambian poetry one is likely to discern poetry of praise especially in the early post-Independence era. Often, these praises and aspirations are enshrined in a national anthem.  
What symbolism has been used in the Zambian national anthem or your anthem (If non-Zambian) to convey the aspirations of your people?
- b. To what extent have these aspirations been attained or unattained?
2. In "Oedipus at Colonus" Oedipus is a better man than in "Oedipus Rex". Show how events in his life lead to this transformation.
3. There is divided opinion over whether Antigone or Creon is the tragic hero of "Antigone". In your opinion which of the two is the real tragic hero? Elaborate.
4. "Death of a Salesman"

**Either a.** "Death of a salesman is a play written along the lines of the finest classical tragedy. It is the revelation of a man's downfall, in destructions whose roots are entirely in his own soul. The play builds to an immutable conflict where there is no resolution for this man in his life. Discuss this statement with close reference to the great American dream of success.

**OR b.** "If the proper study of mankind is a man, man's inescapable problem is himself what he would like to be, what he is, what he is not, and yet what he must live and die with. These are the moving, everyday, all inclusive subjects with which Mr. Miller deals in the "Death of a Salesman". How far do you agree with the above statement? Elaborate.



# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2007 ACADEMIC YEAR SECOND SEMESTER**

### **FINAL EXAMINATIONS**

**E221: ENGLISH LITERATURE UPTO THE 18<sup>TH</sup> CENTURY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTIONS IN SECTIONS A AND B**

**NO TEXTS ALLOWED APART FROM A DICTIONARY**

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**SECTION A:** This section carries 20 marks

Briefly explain how each of the following has contributed to the development of English literature:

- (1) The Renaissance (4)
- (2) The Reformation (4)
- (3) The Elizabethan Age (4)
- (4) The Restoration (4)
- (5) William Shakespeare (4)

**SECTION B:** Answer question 1 AND any other two questions. Question 1 carries 30 marks while the others carry 25 marks

1. Faustus and Macbeth are both 'fallen heroes'. Compare and contrast the factors contributing to their downfall.

2. Discuss the role of the devil in fostering evil in both 'Dr Faustus' and 'Paradise Lost'.
3. Demonstrate the extent to which the events of 'Gulliver's Travels' apply to the Zambian situation.
4. Which character or characters in 'Paradise Lost' can be classified as 'a failure'? Explain why.
5. 'Lady Macbeth is to blame for Macbeth's downfall'. Do you agree or disagree with this statement? Elaborate.
6. Demonstrate the significance of the order in which Gulliver's journeys take place. How does each adventure build on the previous one?

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2006 ACADEMIC YEAR SECOND SEMESTER EXAMINATION  
E222: ROMANTICISM

INSTRUCTIONS

1. Section A is **compulsory**.
2. Answer ONE question from Section B and C.
3. Answer ONE question from section B and C.

TEXTS AND DICTIONARIES MAY BE BROUGHT IN TO THE  
EXAMINATION HALL

**SECTION A**

Compulsory

1. "To a certain extent the key tenets of Romanticism are still universally abiding to-date." Discuss.

**SECTION B**

**EITHER**

2 "Shelley viewed nature, men and the institution of society through the modifying light of revolutionary philosophy which he assumed as the starting point of action." State how effectively or ineffectively, this idea is expressed in the following lines from, "Ode to the West wind".

Wild Spirit, which art moving everywhere Destroyer and Preserver

Make me thy lyre, even as the forest is:  
What if my leaves are falling like its own.....

Scatter, as from unextinguished hearth.  
Ashes and sparks, my words among mankind!

Be thou my lips to awakened earth.  
The trumpet of a prophecy! O wind". Discuss.

**OR**

"Tintern Abbey" by William Wordsworth shows the growth of the poet's mind". Do you agree?

**OR**

William Wordsworth can be called "Archbishop" of the temple of nature. Discuss this statement in the light of "Tintern Abbey".

**OR**

The odes of Keats are full of paradoxical and self-contradictory ideas. "The Ode to a Nightingale" has recurring themes, which tend to put this statement to fore". Explain.

## **SECTION C**

**EITHER**

3. Analyse the significance of events in Lantern Yard and Raveloe in George Eliot's novel "Silas Marner".

**OR**

Explore the orphan / abandoned child theme in "Silas Marner". Credit will be given to some degree of reference to either "Oedipus Rex" (Sophocles) or Moses' or Joseph's stories in the "Bible" or "Maru" (Bessie Head).

**OR**

"Moby Dick" (Herman Melville)

"The International configuration of characterization in "Moby Dick" somewhat emphasizes the rousseauist idea that man is born good---it is the institutions of society that make him otherwise". Discuss.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2006-2007 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**E922 WORLD ENGLISHES**

**TIME: THREE (3) HOURS**

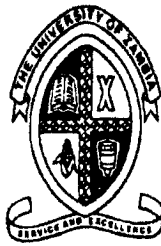
**INSTRUCTIONS: Answer FOUR questions.**

**Relevant illustration and example will receive credit.**

**Candidates are allowed to bring into the examination  
a copy of an English Dictionary.**

- 
- 1 What was the “inkhorn” controversy in sixteenth century England, and what were its linguistic consequences?
  - 2 What part has been played by ‘prescriptivism’ (the appeal to authority) in the development of Standard English?
  - 3 How can one attempt to classify global varieties of English?
  - 4 How does American English differ from British Standard English?
  - 5 What are the linguistic characteristics of an English-based pidgin and how do they differ from those of a creole?
  - 6 What factors should be taken into account in the description of the style of a text (written or spoken)?

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**E 925 Gender In Literature**

**THREE (3) HOURS**

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**Instructions to the Candidate**

1. Answer **three** questions from this paper - **One from each section**. Please Note that Section A has just one question.
  2. **PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.**
  3. All questions carry Equal marks.
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**Section A**

1. Read texts A-C and answer the questions below:

**TEXT A**

**Feminist Manifesto**

The Feminist movement as instituted at present is INADEQUATE.

Women if you want to realize yourselves (for you are on the brink of a devastating psychological upheaval) all your pet illusions must be unmasked. The lies of centuries have got to be discarded. Are you prepared for the WRENCH?



There is no half measure, no scratching on the surface of the rubbish heap of tradition. Nothing short of absolute demolition will bring about reform. So, cease to place your confidence in economic legislation, vice-crusades and uniform education. You are glossing over REALITY.

Professional and commercial careers are opening up for you. *Is that all you want?* If you honestly desire to find your level without prejudice, be brave and deny that pathetic clap-trap warcry "Woman is the equal of man."

*She is not.*

For the man who lives a life in which his activities conform to a social code which is a protectorate of the feminine element is no longer masculine. The woman who adapts herself to a theoretical valuation of her sex as a *relative impersonality* is not yet feminine.

Leave off looking to men to find out what you are *not*. Seek within yourselves to find out who you *are*. As conditions are at present constituted you have the choice between Parasitism, Prostitution or Negation.

Men and women are enemies, with the enmity of the exploited for the parasites, the parasite for the exploited - at present they are at the mercy of the advantage that each can take of the others' sexual dependence. The only point at which the interests of the sexes merge is the sexual embrace.

The first illusion to demolition is the division of women into two classes: the mistress and the mother. Every well balanced and developed woman knows such division exists, that Nature has endowed the Complete Woman with a faculty for expressing herself through all her functions. These are *no restrictions*. The woman who is so incompletely evolved as to be unselfconscious in sex will prove a restrictive influence on the temperamental expansion of the next generation; the woman who is a poor mistress will be an incompetent mother, an inferior mentality. She will not have adequate apprehension of LIFE.

To obtain results you must make sacrifice and the first and greatest sacrifice you have to make is your VIRTUE.

The fictitious value of woman as identified with her purity is too easy a standby. It renders her lethargic in the acquisition of intrinsic merits of character by which she could obtain a concrete value. Therefore, the first self enforced law for the female sex as protection against the manmade bogey<sup>1</sup> of virtue [which is the principal instrument of her subjugation] is the *unconditional surgical destruction of virginity* throughout the female population at puberty.

The value of man is assessed entirely according to his use or interest to the community; the value of woman depends entirely on chance - her success or failure in manipulating man into taking life-long responsibility for her.

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<sup>1</sup> Source of fear

The advantages of marriage are too ridiculously ample compared to all other trades, for under modern conditions a woman can accept preposterously luxurious support from a man without returning anything-even offspring-as an offering of thanks for her virginity.

The woman who has not succeeded in striking that advantageous bargain is prohibited from any but the most surreptitious reaction to life-stimuli and is entirely debarred from maternity. Every woman has a right to maternity.

Every woman of superior intelligence should realize her race-responsibility by producing children in adequate proportion to the unfit or degenerate members of her sex.

Each child of a superior woman should be the result of a definite period of psychic development in her life and not necessary of a possibly irksome and outworn continuance of an alliance that is spontaneously adapted for vital creation in the beginning but which becomes unbalanced as the parties of that alliance follow the individual lines of their personal evolution.

For the harmony of the race, each individual should be the expression of an easy and ample interpenetration-free from stress.

Woman must become more responsible for the child than man.

Woman must destroy in herself the desire to be loved.

The desire for comfortable protection rather than intelligent curiosity and courage in meeting and resisting the presence of sex [or so-called love] must be reduced to its initial element . Honor, grief, sentimentality, pride, and consequently jealousy must be detached from sex.

Woman must retain her deceptive fragility of appearance, combined with indomitable will, irreducible, abundant health, and sound nerves.

Another great illusion that woman must use all her introspection, innate clear-sightedness, and unbiased bravery to destroy is the impurity of sex - for the sake of her self-respect.

In defiance of superstition I assert that there is nothing impure in sex except the mental attitude toward it. The eventual acceptance of this fact will constitute an incalculably wider social regeneration than it is possible for our generation to acquire.

*Mina Loy - 1914 (published 1982)*

## **TEXT B**

**[I too beneath your moon, almighty sex]**

I too beneath your moon, almighty sex,  
Go forth at night crying like a cat,  
Leaving the lofty tower I laboured at  
For birds to foul and boys and girls to vex  
With tittering chalk; and you, and the long necks  
Of neighbours sitting where their mothers sat  
Are well aware of this and that  
In me, that's neither noble nor complex.  
Such as I am, however, I have brought  
To what it is, this tower; it is my own;  
Though it was reared To Beauty, it was wrought  
From what I had to build with: honest bone  
Is there, and anguish; pride; and burning thought;  
And lust is there, and nights not spent alone.

*Edna St. Vincent Millay - 1939.*

**TEXT C**

**Evening in the Sanatorium**

The free evening fades, outside the windows fastened with decorative iron grilles.  
The lamps are lighted; the shades drawn; the nurses are watching a little.  
It is the hour of the complicated knitting on the safe bone needles; of the games of  
anagrams and bridge;  
The deadly game of chess; the book held up like a mask.

The period of the wildest weeping, the fiercest delusion, is over.  
The women rest their tired half-healed hearts; they are almost well.  
Some of them will stay almost well always: the blunt-faced woman whose thinking  
dissolved  
Under academic discipline; the manic depressive girl  
Now levelling off; one paranoiac afflicted with jealousy.  
Another with persecution. Some alleviation has been possible.

O fortune bride, who never again will become elated after childbirth!  
O lucky older wife, who has been cured of feeling unwanted!  
To the suburban railway station you will return, return,  
To meet forever Jim home on the 5:33  
You will be again as normal and selfish and heartless as anybody else.

There is life left: the piano says it its octave smile.  
The soft carpets pad the thumb and splinter of the suicide to be.  
Everything will be splendid: the grandmother will not drink habitually.  
The fruit salad will bloom on the plate like a bouquet

And the garden produce the blue-ribbon aquilegia<sup>2</sup>.  
The cats will be glad; the fathers feel justified; the mothers relieved.  
The sons and husbands will no longer need to pay bills.  
Childhoods will be put away, the obscene nightmare abated.

At the end of the corridors the baths are running.  
Mrs. C, again feels the shadow of the obsessive idea.  
Miss. R. Looks at the mantel-piece, which must mean something.

*Louse Bogun - 1941*

- a. What is the subject of the three texts above? [1 mark]
- b. Discuss the three artists' views on sex? [5 marks]
- c. What is Edna's (Text B) view of woman to woman relationship? [2 marks]
- d. What phrase in Text A is synonymous with *Social Engineering*? Is there any way out of this, according to Mina? [2 marks]
- e. What is symbolised by the *deadly game of chess* in Text C? What does Mina Loy (Text A) call the same phenomenon? Who is the winner in this *deadly game*? Why, according to Mina Loy, does the victory go where it does? [10 marks]
- f. Discuss the choices that patriarchal society offers a woman according to Mina Loy and Louse Bogun? [10 marks]
- g. The word tower is repeated in Text B, what does it stand for? [03 marks]

## Section B

Answer **only one** question from this section.

1. Many male critics have argued that the Feminists' use of Freudian/Lacanian psychology in interrogating patriarchy traps them. Discuss.
2. Discuss the Feminist schools of thought you learnt in this course.
3. There is no such thing as a genderlect. How then do women articulate themselves without sounding patriarchal?
4. Explain the stages/epochs of gender representation in African literature. Please cite examples.
5. Explain How Shirley and Ardener's concept of 'Wild zone' can help us understand the problem of women.

## Section C

Answer **only One** question from this section.

1. Using a literary text you have covered in this course, explain how social engineering can victimise both the oppressor and the oppressed.
2. Ngugi's *Devil on the cross* was an attempt to re-image women. Is it a successful attempt? Explain and exemplify.

---

<sup>2</sup> Columbine

3. “ ... to be excluded from a literature that claims to define one’s identity is to experience a peculiar form of power-lessness,” Judith Fetterly in Serpil T Oppermann (1994); *Feminist Literary Criticism: Expanding the Canon as Regards the Novel* (Cyber book). Discuss the above quote using (a) literary work(s) you have covered both in this course and/or other literature courses.
4. Using (a) literary work(s) you have covered in this and/or other literature courses, discuss the Gender Vs Race question.
5. Okwonkwo has a low opinion of women. Giving specific examples from the text, demonstrate the truth of this statement.
6. The men of *Things Fall Apart* cannot be blamed for their attitude toward women because they only do what Igbo culture dictates. Like the women, the men are also victims of the man-centred nature of Igbo society. Discuss this assertion with text evidence.
7. Explain whether or not Jojo’s determination to discover the truth about ‘ticklish sensation’ makes him a better man.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2006 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**E 935: ENGLISH DISCOURSE ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS**

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1. "The difference between coherence and cohesion is that coherence is *invisible* while cohesion is *visible* and can be pointed to". Illustrate the validity of this statement with clear examples.
2. Write brief notes on each of the following pairs of linguistic concepts:
  - (a) *Pragmatic inferencing* and *Presupposition*
  - (b) *Appropriateness* and *Correctness* in language use
  - (c) *Thematic consistency* and *Topicalisation* in discourse
  - (d) *Register* and *Discourse types*
3. It has been stated that the title (or headline) of a text creates expectations in the receiver which he or she uses the text to satisfy. Analyse each of the three front page headlines (and the first four paragraphs) given below from three dailies for the same day (29<sup>th</sup> October, 2003) reporting on the same event by:
  - (i) **identifying** the expectations it creates in the receiver;
  - (ii) **identifying** the specific words or expressions which convey the expectations identified in (i);
  - (iii) **analysing** the discursual relationship between the title and the lead sentence;
  - (iv) **analysing** how language (grammar, lexis and other aspects) is used to communicate particular assumptions or attitudes; and
  - (v) **stating** any general conclusions you can make from the analysis about the ideological position (or set of beliefs) of each of the three papers.

**HEADLINE A**

**UNZA students oppose proposal to hike fees**

Police fired teargas and gunshots last night to disperse University of Zambia students who were protesting against a proposed increment of tuition fees next academic year.

The students who gathered at the Great East Road campus entrance around 19.00 hours and started disrupting traffic were forced to retreat to their rooms after police were called in by UNZA authorities.

The protesting students stated that they would stage a class boycott and march to the Ministry of Education this morning.

Earlier yesterday, the students disrupted a Senate meeting which was to discuss a 50 per cent increment of tuition fees.

## HEADLINE B

### UNZA students protest tuition fees hike

Protesting University of Zambia students yesterday disrupted a senate meeting convened to consider a 100 per cent hike in tuition fees.

The students stormed the senate chamber when word went round that the university governing body was meeting to discuss the proposed increment for the 2004 academic year.

At the time of going to Press, police had been called in to quell a situation that was turning riotous.

UNZA Vice-Chancellor, Professor Robert Serpell had a tough time trying to calm the students who vowed not to go back to class until an explanation was offered.

## HEADLINE C

### UNZA students disrupt meeting over fees

UNIVERSITY of Zambia (UNZA) students yesterday ran amok and disrupted a senate meeting after it was suspected that management wanted to endorse an increment on tuition fees.

The students abandoned lessons at 10.00 hours and held a meeting at which they hatched a scheme to stop the senate meeting scheduled for 11.00 hours to consider increasing tuition fees.

After the meeting the students divided themselves in two camps with one deployed at the senate chamber while the other was outside to stop senate members from going to the meeting.

UNZA spokesperson, Mulife Malambo, confirmed the development to the Daily Mail yesterday.

4. "In processing an utterance, we cannot know its meaning in isolation from *our background knowledge, its context and (co) text*." Discuss the validity of this statement drawing relevant evidence from the text given below.

His face was smiling as he lowered the car window to talk to her. She stood on the kerb uncertainly.

"You better get into the car," he said encouragingly. "I'm not dangerous."

She sat in the front seat and started a slight assessment of him as he drove, then realised he had said something. She looked quizzically at him.

"I asked where you would like me to drop you off."

"Wherever you please," she gave the standard answer.

"Why should it please me where you get off? You know your home better than I do."

So, he was not a customer after all, or was he putting her to the test? Leya was not very good at this. She did not have the stamina her friends and colleagues seemed to have. Often she wished there were an easier way to make a living.

"Would you prefer to come to my place or do you have a different place in mind?"

In that instant, he grew wise to the situation.

As they walked into his house, she made a mental note of things. It was a big house, expensively furnished. Tonight she was onto a winner. Among other things, a portrait of a beautiful young woman hung on the wall.

"My daughter," he offered, following her gaze.

Leya did not see the girl's mother's portrait anywhere. Not that it mattered, she reminded herself. A client's private life has nothing to do with business.

A couple of drinks and some chat later, Leya started to grow conscious of time. After all, the man had not indicated how long he wanted her for. She could still fit in one more client before the

evening was over. She crossed her legs over several times, parting her skirt as though unconsciously, to expose her attractive legs. Usually that did the trick even with the reticent ones.

"I didn't stop for a pick-up, really. I was on my way home, it was dark and there you were by the roadside. Naturally, I thought you were having trouble finding public transport home."

"So you invited me into your car, and now here I am. You could have let me out as soon as you realised the mix up but you didn't."

"You're right. I didn't but not because I want any service from you."

Leya felt a flush of anger starting to grow in her. What game did the man think he was playing with her? He was going to cost her an evening's takings.

"How much do you charge?"

"It depends."

"Without asking for much detail, how much do you make in one night?"

"On a good night, I can get in fifteen to twenty thousand kwacha."

"It is a profitable occupation."

"That's only on a good, exceptionally good night." She did not want to give him the impression that hers was a glamorous and lucrative business, because it was far from being so.

"Stay the evening with me and I will pay you twenty thousand."

"With pleasure...Where is the bedroom?"

"You are feeling sleepy?"

"Of course not. I thought..."

"Wrong. That's not what I want. Just stay and talk. Watch television together."

"That's it?"

"That's it!"

"Is it that you don't like my body?"

"You are very beautiful."

She lowered her eyes, suddenly uncertain of herself. The girls had taught her how to handle situations but they had not covered a situation like this one. People think whores are tough talking full of guts, but a whore is just the girl next door who has to make a living selling the only thing she's got - her body. He got up and came over to where she was sitting, his eyes full of sympathy. He pulled her skirt over her legs and held her face in his hands.

"You are uncomfortable. I'll take you home now."

On the way out he stopped at the door, pulled out the money and gave it to her. Leya felt an inexplicable urge to cry.



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2006-2007 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**E945 ENGLISH PRAGMATICS**

**TIME: THREE(3) HOURS**

**INSTRUCTIONS: Answer FOUR (4) questions  
Relevant EXAMPLES will receive credit**

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- 1 What aspects of meaning does pragmatics concentrate on, which cannot be predicted by linguistic knowledge alone?
- 2 "Some presuppositions are semantic; some are pragmatic." What is the evidence for this statement?
- 3 What is the difference between pragmatic politeness and deference?
- 4 What contextual conditions must be fulfilled before a speech act can be said to have been properly performed?
- 5 In Grice's system, how do implicatures arise?
- 6 What is the basis of relevance theory?
- 7 "Indirectness is typical of real-world language use." Evaluate and illustrate this statement.
- 8 How is deixis pragmatic?

\*\*\*\*\*

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**END OF SECOND SEMESTER EXAMINATION, 2006.**  
**COURSE: E982: VICTORIAN LITERATURE**

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**Duration -3 Hours**

**INSTRUCTIONS**

1. Answer ONE question from each section.
2. Texts and Dictionaries may be brought into the examination hall.

**SECTION A**

**Either**

1. What impact do you think Victorian literature has on humanity?

**OR**

2. Explore the thematic concerns of Victorian Literature and say to what extent these have continued to preoccupy contemporary literature.

**SECTION B**

**Either**

3. Emily Bronte wrote only one novel "Wuthering Heights" but it endorsed the humanistic values of the 19<sup>th</sup> century. Do you agree?

**OR**

4. In "Wuthering Heights" written by Emily Bronte the theme of "Love" is all important. Discuss.

**SECTION C**

**EITHER**

In the poem "Morte d' Arthur" written by Tennyson (attached) analyze,

- (a) The mood
- (b) The characterization of Arthur
- (c) The setting
- (d) Dramatic elements
- (e) Religion

**Or**

3. The poem "Prospice" written by Robert Browning belongs to a genre entirely different from romantic tradition. Do you agree?

**END OF EXAM**

It is not worth the keeping: let it go:  
But shall it? answer, darling, answer, no.  
And trust me not at all or all in all.

*from* MORTE D'ARTHUR

AND slowly answered Arthur from the barge:  
'The old order changeth, yielding place to new,  
And God fulfils Himself in many ways,  
Lest one good custom should corrupt the world.  
Comfort thyself: what comfort is in me?  
I have lived my life, and that which I have done  
May He within himself make pure! but thou -  
If thou shouldst never see my face again,  
Pray for my soul. More things are wrought by prayer  
Than this world dreams of. Wherefore, let thy voice  
Rise like a fountain for me night and day.  
For what are men better than sheep or goats  
That nourish a blind life within the brain,  
If, knowing God, they lift not hands of prayer  
Both for themselves and those who call them friend?  
For so the whole round earth is every way  
Bound by gold chains about the feet of God.  
But now farewell. I am going a long way  
With these thou seest - if indeed I go -  
(For all my mind is clouded with a doubt)  
To the island-valley of Avilion;  
Where falls not hail, or rain, or any snow,  
Nor ever wind blows loudly; but it lies  
Deep-meadow'd, happy, fair with orchard-lawns  
And bowery hollows crown'd with summer sea,  
Where I will heal me of my grievous wound.'



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2006 2<sup>ND</sup> SEMESTER EXAMINATION-FEB 2007**

**E992 AFRICAN ORAL POETRY**

**DURATION: 3 HOURS**

**INSTRUCTIONS:**

- (a) All questions carry equal marks
  - (b) Answer three questions in all
  - (c) Question number one (1) in Section A is **compulsory**.
  - (d) Answer one question from Section B and one from Section C
- 

**SECTION A**

1. (a) Analyse the following poem by using any five (5) poetic characteristics discussed in this course.
  - (b) What type of poetry does this poem fall in. (one word)
  - (c) What land is the persona talking about? (one word)

**POEM**

1

The land where wet clouds hover  
You seasonally give us a cloud cover  
Warm and comfortable sun-shine you offer  
You are a land of innumerable  
5 you benevolently offer abundant flora

I long and suffer from nostalgia  
Whenever I am away from you

2

Over one hundred years ago  
You were almost severed in half

- 10 On foreign king and queen's behalf  
Dividing your offsprings, kith and kin  
But they never forsake or abandon you

3

You begin with the last and end with the first

- 15 Various clans roam on you abreast  
Peace is their custom and habit  
Peace they adore and accept  
War they abhor and desist  
Conflict they prevent and resist  
20 Harmony they replace for fight  
Tranquility they substitute for combat
- 

## **SECTION B**

2. Figurative language gives an essence to the hedonistic flavour of poetic language.
- (a) What is a figure of speech?
- (b) Briefly explain the following figures of speech with examples in sentences especially from your own language :
- (i) Metaphor
  - (ii) Metonymy
  - (iii) Patronymy
  - (iv) Simile
  - (v) Teknonymy

3 (a) write and analyse two (2) songs commonly sung for any general social comment in your society. Translate the songs into English.

(b) Write and analyse two (2) occupational songs used; (i) by women (ii) by men in your society.

### **SECTION C**

4. (a) Performance of Tonga oral poetry takes three major forms -kwema, kuyabila and kwimba. Briefly discuss each one of the three forms highlighting various situations in which they are performed.

(a) Study the following poem (or supply one of your own) in Chitonga and carefully analyse it for meaning and literary devices and techniques:

#### **MBEEMBE**

Taanzya kayuni

Taanzya kayuni

Mbeembe

Taanzya kayuni nkekayanda mukowa

5 Mbeembe

Uyoowe kucisa

Uyoowe kucisa

Mbeembe

Uyoowe kucisa noyanda mukowa

10 Mbeembe

Taanzya jiningwe

Taanzya jiningwe,

Mbeembe

Taanzya jiningwe ndaliyanda mukowa

15 Mbeembe,  
Kalisange  
Kalisange,  
Mbeembe  
Kalisange mboyanda mukowa,  
Mbeembe.

**TRANSLATION**

Even a tiny bird  
Even a tiny bird,  
Mbeembe.  
Even a tiny bird wants a clan

5 Mbeembe  
You fear pain  
You fear pain,  
Mbeembe.  
You fear pain when you want a clan

10 Mbeembe  
Even an ant-bear  
Even an ant-bear,  
Mbeembe.  
Even an ant-bear wants a clan,

15 Mbeembe.  
Die a little  
Die a little,  
Mbeembe.  
Die a little since you want a clan,  
Mbeembe.

## **LUAPULA VALLEY LUUNDA ROYAL POETRY: PRAISES OF MWANTA**

### **KAZEMBE XVI, 1957-61**

#### **BEMBA VERSION 1**

Nine chibelushi uwamunshita mu mulungu.  
Chimba milonga uwaimbile mafwe ku minwe  
Nine “Nkalamo” yamasense,  
Neo icalo cakulatotela

- 5 Newaba ngo lukusu uluponya umuulima panshi  
Nine musenga uwailikishe impili.

#### **ENGLISH VERSION**

- I am “Saturday” which changes into “Sunday”.  
The river digger who dug the mafwe\* with fingers.  
I am the manned lion  
I who the (Luunda) country will be praising.  
5. I am like the lukusu\*\* which fell the bat.  
I am the sand which covers the hills.  
\* Mafwe- one of the rivers in Kazembe’s kingdom.  
\*\* Lukusu- a fruit that hangs on the branches.

#### **Question**

Discuss the form, content and function of the above praise poem or compose your own?

6. The following poem is a praise song sung during migration labour days to town and back home:

#### **SILOZI**

Hani hupula Bulози  
Ni enga enga mioko  
Nimbwetuka sina sanganu

#### **ENGLISH**

When I remember Bulози  
I shed tears  
I get maimed like a fool



Lyungamuwilu fulai  
Lyungamuwilu toninge  
Toninge niye kwa Bulozì

Oh you aeroplane  
Aeroplane come take me  
come take to Bulozì

Niyobona  
Naha yahesu  
Naha yekateleha  
Bulozì fas lahesu  
Niyo bona ni Lyambai  
Lyambai nuka yahesu

I go and see  
my own country  
country which is lovely  
Bulozì my own land  
I go and see Lyambai  
Lyambai my own river

Fa minanga yoyona  
Likwena za yotamena  
Ni linyunywani fa mialala  
Bana bahesu  
Halulumbeñi Bulozì  
Bulozì fasi laluna

On its banks  
crocodiles bask  
And birds on spurs  
Oh my own people  
Let us praise Bulozì  
Bulozì our own land.

Study the poem above (or produce your own) in Silozi and carefully analyse it.

7. Read the poem and answer the questions that follow:

He is Shaka the unshakeable,  
Thunderer-while sitting, son of Menzi.  
He is the bird that preys on other birds,  
The battle-axe that excels over other battle-axes  
He is the long-strided pursuer, son of Ndaba,  
Who pursued the sun and the moon.  
He is the great hubbub like the rocks of Nkandla  
Where elephants take shelter  
When the heaven frown....

(trans. By Ezekiel Mphahlele)

- (a) What is the subject of the poem?
  - (b) Identify the themes in this poem?
  - (c) By what means are both the subject and themes developed in the poem?
  - (d) What type of the poem do you think this is?
- 

**END OF EXAMINATION!**

**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF DISTANCE EDUCATION**

**2006 ACADEMIC YEAR FINAL EXAMINATION**

**EC115: INTRODUCTION TO MICROECONOMICS**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS: THIS PAPER COMPRISES THREE SECTIONS, SECTION A, SECTION B AND SECTION C. ANSWER ALL QUESTIONS IN SECTIONS A AND SECTION B AND CHOOSE ANY TWO FROM SECTION C.**

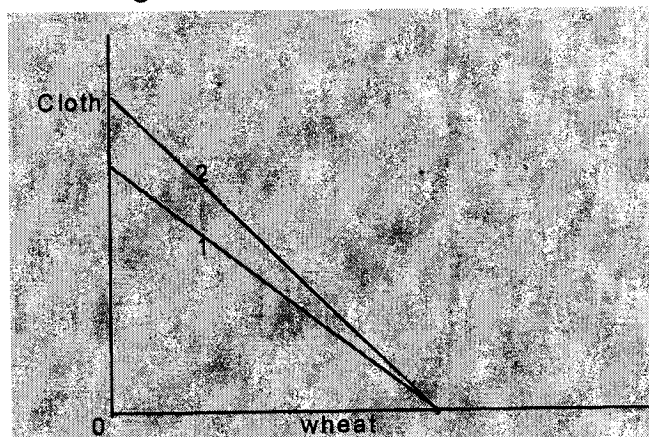
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**SECTION A: Multiple Choice Questions: Attempt all questions**

1. All the following characterizes a monopolist apart from
  - a. Monopoly has no close substitutes /
  - b. Monopoly will never have deadweight losses
  - c. Location may restrict a monopoly's power
  - d. Monopoly is the sole supplier of the good.
2. An increase in the price of a normal good will result in
  - a. An increase in the quantity of the good
  - b. A movement along the demand curve of the good
  - c. A rightward shift in demand curve
  - d. All the above
3. The production-possibilities frontier shows that:
  - a. At any point in time the production possibilities for an economy are limited.
  - b. The production of all goods involves opportunity costs.
  - c. Producing more of one good means producing less of another good.
  - d. All of the above
4. A market in which land, labor, capital, and/or entrepreneurship are exchanged is a:
  - a. Product market.
  - b. Securities market.
  - c. Factor market.
  - d. Bond market

5. Which of the following events would cause a rightward shift in the market-supply curve for large automobiles:
- a. A technological improvement that reduces the cost of production for large automobiles.
  - b. An increase in the wages of all autoworkers.
  - c. An excise tax on large automobiles.
  - d. A decrease in the number of sellers of automobiles
6. Assume pens and pencils are substitutes. If the price of pencils decreases, *ceteris paribus*, then the equilibrium quantity of pens will:
- a. Decrease.
  - b. Increase.
  - c. Remain unchanged.
  - d. Either increase or decrease
7. Maximum total utility is achieved where:
- a. Total revenue is zero
  - b. The price elasticity of demand is 1.0
  - c. Marginal utility is zero.
  - d. All of the above.
8. Price elasticity of demand shows how:
- a. To compute the slope of the demand curve.
  - b. Quantity demanded responds to price changes.
  - c. Quantity demanded responds to changes in the price of other goods.
  - d. Price responds to demand changes
9. A price cut will increase the total revenue a firm receives, *ceteris paribus*, only if the demand for its product is:
- a. Elastic.
  - b. Inelastic.
  - c. Unitary elastic.
  - d. Perfectly inelastic

10. Consider the figure below. Holding income constant, what change must have occurred to rotate the budget line from 1 to 2?



- The price of wheat fell
- The price of cloth increased
- The price of cloth fell
- The price of wheat increased

**SECTION B:** Give **brief** explanations and diagrams where necessary to your answers to the following questions

- Indifference curves always slope downwards to the right and are convex to the origin. True or false, explain.
- A monopolist will always make a profit because they can charge any price they want. True or false, explain.
- If a firm is making zero profits, it will go out of business and pursue other economic opportunities. True/False, explain.
- You are given the total demand and supply for onions per week as depicted in the diagram below

Quantity Demanded (Units)	Price Per unit	Quantity supplied (units)	Surplus (+) or shortage (-)
85	\$3.40	72	
80	3.70	73	
75	4.00	75	
70	4.30	77	
65	4.60	79	
60	4.90	81	

- What will be the market or equilibrium price?

- b. What is the equilibrium quantity?
- c. Fill in the surplus-shortage column and use it to explain why your answers are correct.

**SECTION C: Answer two questions from this section**

5. Answer the following questions:
  - a. Discuss the concept of Elasticity (meaning, types and interpretations)
  - b. Consider the table below and answer the questions that follow

Price per pack (kwacha)	Quantity ('000) of Pizza	Total revenue	own price elasticity
2.10	10		
1.80	20		
1.50	30		
1.20	40		
0.90	50		
0.60	60		
0.30	70		

- i. Calculate the total spending at each price shown
    - ii. Calculate the own price elasticity of demand for prices between k0.60n and K2.10
    - iii. Identify the ranges within which price elasticity of demand is elastic and inelastic.
    - iv. Based on the elasticities of demand, at what price is revenue at its greatest?
    - v. Suppose you are the sales manager and have discovered that the cross price elasticity of Pizza to Cake is positive. What would you do to increase sales of your Pizza?
  - c. Identify and discuss the factors that affect the elasticity of supply
6. Compare and contrast the short-run and long-run equilibrium in a pure monopolistic market and perfectly competitive market structures. (Explain using appropriate diagrams and state the applicable assumptions)
  7. Answer the following questions
    - a. Given his income Z, Mr. Musale consumes goods X and Y. Explain what would happen to Mr Musale's budget lines and indifference curves if the price of good X fell (Hint discuss the income and substitution effects)
    - \*b. Explain how you would derive the demand curve using the indifference curve approach.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF ECONOMICS**  
**2006 SECOND SEMESTER FINAL EXAMINATIONS**

**EC 215: INTERMEDIATE MICROECONOMICS**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

- 1. Answer ALL questions in Section A.**
  - 2. Answer TWO questions only in Section B. Question ONE in Section B is compulsory.**
- 

**SECTION A**

Answer **ALL** questions.

**QUESTION ONE.**

Brenda has indifference curves between two contingent Goods. The first good is a cold Castle delivered if the day is warm; the second commodity is hot coffee delivered if the day is cold. At a consumption vector in which Brenda gets 5 units of each of the two commodities, her marginal rate of substitution is 3 cups of hot coffee per bottle of Castle. This MRS is determined by

- (a) Brenda tastes for different drinks at different temperature.
- (b) Brenda's beliefs about the probability of a warm day.
- (c) Both (a) and (b).
- (d) Brenda's degree risk aversion.

## QUESTION TWO

The price elasticity of landline calls within Lusaka, for which Zamtel is the only supplier, is estimated to be about -0.71. If rate for these calls is raised, Zamtel earns

- (a) More Revenue
- (b) Less Revenue
- (c) Same Revenue
- (d) Need more information

## QUESTION THREE

The amount of good X a consumer is willing to trade for a unit of good Y and still enjoy the same level of satisfaction is called

- (a) The marginal rate of substitution
- (b) The law of diminishing marginal rate of substitution
- (c) Constant returns to Scale
- (d) Homotheticity of preferences

## QUESTION FOUR

A competitive firm produces identical outputs at two different plants. If the marginal cost at the first plant is above market price and marginal cost at the second plant is less than market price, then to increase profit the firm should

- (a) Increase output in the first plant and decrease it in the second plant.
- (b) Increase output in both plants.
- (c) Decrease output in both plants.
- (d) Decrease output in the first plant and increase out in the second plant.

## QUESTION FIVE

Assume smooth, strictly convex preferences. In an Edgeworth box that gives the feasible allocations of two goods between two consumers, the contract curve connects all points of

- (a) Tangency between the indifference curves of the two consumers.
- (b) Intersection between the indifference curves of the two consumers.
- (c) Tangency between the indifference curve and the budget constraint.
- (d) None of the above.



### QUESTION SIX

Assuming downward sloping demand, if long-run competitive supply is perfectly (i.e. infinitely) elastic, then a sales tax is

- (a) Entirely passed on to consumers.
- (b) Mostly passed on to consumers.
- (c) Entirely borne by traders.
- (d) Partly borne by traders.

### QUESTION SEVEN

An allocation of goods among consumers is Pareto-efficient if

- (a) The poorest member of society is made worse-off.
- (b) All consumers have equal utility.
- (c) No consumer can be made better-off without making another worse-off.
- (d) No consumer's utility can be increased.

### QUESTION EIGHT

A successful cartel in an oligopolistic industry will be able to

- (a) Reduce output and reduce price.
- (b) Increase output and reduce price.
- (c) Increase output and increase price.
- (d) Reduce output and increase price.

### QUESTION NINE

If the demand for mangoes is  $q = 1450 - 145p$ . At what price will total revenue be maximized?

- (a) 20
- (b) 10
- (c) 5
- (d) 2.50

### QUESTION TEN

A consumer has preferences given by the utility function  $U(X, Y) = 10(X^2 + Y^2 + 2XY) - 50$ . For this consumer good X and Y are perfect substitutes

- (a) True

- (b) False
- (c) More information needed
- (d) None of the above

#### QUESTION ELEVEN

Jennifer lives on Kapenta and Nshima only. The price of Kapenta is 1 kwacha per packet and the price of Nshima is 3 kwacha per plate. She has a budget of 22 kwacha only per day on food. He also restricts himself to consuming only 7200 calories per day. If a packet of Kapenta has 1200 calories and a plate of Nshima has 400 calories. If Jennifer spends her entire budget and takes no more than her calories limit;

- (a) He can consume up to 4 packets of Kapenta, but no more.
- (b) He can consume up to 2 packets of Kapenta, but no more.
- (c) He can consume up to 6 packets of Kapenta, but no more
- (d) He can consume up to 5 packets of Kapenta, but no more.

#### QUESTION TWELVE

If consumers spend all their income, then it is impossible for all goods to be inferior Goods.

- (a) False
- (b) True
- (c) Uncertain
- (d) None of the above.

#### QUESTION THIRTEEN

Consider a perfectly competitive firm maximizing profits with ( $\Pi = 10$ ),  $MC=2y$ , and  $y^* = 5$ ; where is the profit maximizing level of output. Which of the following is FALSE?

- (a)  $AFC=3$
- (b)  $AFC=11$
- (c)  $AVC=5$
- (d)  $P=10$

#### QUESTION FOURTEEN

A firm is maximizing profits where

- (a)  $TRS=p$ .
- (b) The iso-cost curve intersects the profit line.
- (c) The iso-profit line is tangent to the production function.
- (d) Marginal product of capital is equal to marginal product of labor.

## QUESTION FIFTEEN

If a firm wanting to maintain the same level of output and reduce costs is producing where  $\frac{MP_L}{w} < \frac{MP_K}{r}$ , then it should.

- (a) Increase labour (L) and keep capital (K) constant.
- (b) Decrease labour (L) and increase capital (K).
- (c) Keep labour (L) constant and Decrease capital (K).
- (d) Increase Labour (L) and Decrease Capital (K).

## SECTION B

Answer TWO questions. Question ONE is compulsory

### QUESTION ONE

Suppose that the hourly output of bread at Shoprite is characterized by the  $Q(K, L) = 20\sqrt{KL}$  Where K is the number of ovens used each hour and L is the number of worker hours used employed.

- (a) Graph  $Q=2000$  bread per hour isoquant?
- (b) The point  $K=100$  and  $L=100$  lies on the isoquant  $Q=2000$ . What value of K corresponds to  $L=101$  on that isoquant? What is the approximate value for the Marginal rate of technical substitution between labour and capital at  $K=100$  and  $L=100$ ?
- (c) The point  $K=25$ ,  $L=400$  also lies on this on the  $Q=2000$  isoquant. What value of K corresponds to  $L=401$ ? What is the approximate value for the Marginal rate of technical substitution between labour and capital at  $K=25$  and  $L=400$ ?
- (d) Using (c) above derive a general formula for the marginal rate of technical substitution between labour and capital?
- (e) Assume the production technology changed to  $Q(K, L) = 40\sqrt{KL}$ . Calculate the isoquant for the following combinations ;( $L=100$ ,  $K=100$ ), ( $L=400$ ,  $K=25$ ) and ( $L=50$ ,  $K=200$ ). Now using formula from (d) calculate the  $MRTS_{LK}$  at each point.

## QUESTION TWO

Mtendere compound is composed of a large poor class and a minority wealthy class. Each consumer in this society buys only two goods: new clothes and used clothes (Salaula). For each poorer consumer, the income effect of a change in the price of used books reinforces the substitution effect. For each wealthy consumer, the income effect opposes and outweighs the substitution effects.

- (a) For which class are used Clothes a Giffen good? A normal good? An inferior good?
- (b) Illustrate graphically the effect of a decrease in the price of used clothes on an individual's consumption in each class. Label the substitution and income effects for used books.
- (c) Think about what could cause the income effects of the two classes to be different.

## QUESTION THREE

Consider an industry with 3 firms, each having marginal costs equal to 0. The inverse demand curve facing this industry is  $P(Q) = 60 - Q$

Where  $Q = q_1 + q_2 + q_3$  is total output.

- (a) If each firm behaves as a Cournot competitor, derive the best response functions (REACTION) for each firm given other firms outputs?
- (b) Calculate the Cournot equilibrium

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**END OF FINAL EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

## **DEPARTMENT OF ECONOMICS**

### **2007 SECOND SEMESTER FINAL EXAMINATION**

**COURSE: EC 315-PUBLIC FINANCE**

**INSTRUCTIONS: ANSWER ALL QUESTIONS AND TRY TO  
BE BRIEF IN YOUR PRESENTATIONS**

**TIME ALLOWED: 3 HOURS**

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#### **SECTION A**

1. A tabloid newspaper published an article to educate its readers about the repercussions of imposing taxes on returns to capital of corporations, factors of production and products. A summary of the article as published in the tabloid is presented below.

Taxes are generally distortionary whether imposed on a corporation's return to capital, a factor of production or a product. For example, the effect of imposing a tax on the return to capital in the corporate sector is like that of a selective excise tax. When a corporation that produces a certain good using a particular technique is taxed, the relative price of the product which the firm produces becomes expensive relative to other products. Hence consumers will buy less of the firm's output. If the firm uses capital intensive techniques of production, the demand for capital falls relative to that of labour. On the other hand, if the firm's output is labour intensive, demand for labour falls. Thus the general conclusion is that taxes on the return to capital in the corporate sector will eventually lead to a fall in the corporation's output which leads to relatively higher or lower demand for labour depending on factor intensity. The implication for policy is that if returns to capital are taxed heavily in an industry that has labour intensive production processes, there will be serious job losses.

Taxes on factors of production have the impact of reducing the net return to the taxed factor thereby burdening suppliers. Consumers are also burdened since the price of the product into which the factor enters tends to rise.

Imposition of a product tax leads to a rise in the price of the taxed product. Consequently, consumers of the taxed product are burdened from the uses side while suppliers are burdened from the sources side.

Using a general equilibrium framework, write a concise critique to the above article. You are advised NOT to unnecessarily repeat the contents of the article in your critique. **(10 marks)**

2. a) Briefly discuss the motives of taxation. **(6 marks)**
- b) A third year public finance student was asked to summarize the causes of tax evasion in three phrases and his answer was as follows:
  1. Laxity of the tax law;
  2. information asymmetry
  3. high tax rates
  - i. Using relevant assumptions, analyze how the student could have arrived at his answers. Be sure to link each of the phrases to your analysis **(6 marks)**
  - ii. Is it possible for the tax authorities to eliminate tax evasion? Justify your answer. **(3 marks)**
  - iii. Distinguish tax evasion and tax avoidance **(5 marks)**
3. a) What do you understand by overshifting of a tax? **(10 marks)**
- b) A certain study was undertaken to investigate the effect of tax reforms on the flexibility of the Zambian tax system. Table 1 below shows a summary of tax buoyancy and tax elasticity before and after the tax reform. Study the table carefully and answer the questions that follow.

**Table 1:** Summary of Tax Buoyancy and elasticity before and after Tax Reforms

Tax Category	pre-reform buoyancy	post-reform buoyancy	Pre-reform elasticity	Post-reform elasticity
Taxes on incomes and wealth	1.07	1.30	1.11	1.06
Taxes on International trade	2.24	1.50	1.86	1.30
Taxes on Consumption	1.50	2.86	1.03	1.93

- (i) Explain in both technical and non-technical terms what is meant by tax buoyancy and tax elasticity. Use any two figures in the table to consolidate your explanation. **(5 marks)**

- (ii) Do you think the tax reform succeeded in making the various taxes flexible? Justify your answer. **(5 marks)**

## **SECTION B**

4. In the context of fiscal policy management in Zambia:
- a) Briefly Outline the significance of Medium Term Expenditure Framework **(5 points)**
  - b) Give a brief outline of the state of fiscal decentralization in Zambia with comparative observations from South Africa and Scandinavian models **(5 points)**
  - c) Give a brief outline of Zambia's tax incentives policy with practical examples and implications for economic growth **(5 points)**
  - d) Briefly outline the inherent distortionary bias of the current method of funding national disasters, and examine alternative approaches to disaster funding. **(5 points)**
  - e) Give brief comment on 'The current standard budget structure in Zambia is not conducive to economic growth' and suggest a possible remedy. **(5 points)**
5. a) Discuss the challenges of Policy-Budget Linkage under current fiscal policy management in Zambia and contrast with policy achievements of the colonial poll tax system **(10 points)**
- b) Compare and contrast emerging community tax systems with the African traditional fiscal system **(10 points)**
  - c) Briefly outline the opportunities and challenges of Chief Chitambo's tax system, and scope for replication in other communities **(5 points)**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF ECONOMICS**  
**2006 SECOND SEMESTER FINAL EXAMINATIONS**  
**EC 322: INTRODUCTION TO ECONOMETRICS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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**QUESTION ONE**

Explain the following:

- i) Statistical inference
- ii) Assumption of non-autocorrelation in a linear regression model
- iii) Consistent estimator
- iv) Confidence interval
- v) Critical value
- vi) Slutsky-Yule effect
- vii) Leading indicator in forecasting
- viii) Delphi method of opinion polling
- ix) Time Reversal test of an index number

**QUESTION TWO**

In a linear regression based on 20 observations and 4 parameters, the following results were obtained:

Explained sum of squares = 70

Residual sum of squares = 46

Set up the Analysis of Variance Table and test the significance of the regression at the 5% level.



### QUESTION THREE

A researcher is trying to evaluate the potential benefits of a proposed irrigation project on maize yields in one of the provinces in Zambia. In investigating the effects of water on yield, the effect of all other variables must be held constant. Since the farmers were found to use little fertilizer, the only other factor considered important in the research was temperature during the growing season. Consequently, data on yields, rainfall and average temperature were collected for a period of 8 years. A multiple linear regression was estimated and the results were as follows:

$$Y = -146.35 + 5.13R + 2.19T$$

(1.32)    (.42)

standard error

R = Rainfall measured in inches; T = Average temperature in degrees

$$R^2 = 0.85$$

- Do the results suggest that the irrigation project will be worthwhile?
- Calculate the Adjusted Coefficient of Determination. What does it say about the overall explanatory power of the regression?

### QUESTION FOUR

Consider the following monthly data on sales for a large departmental store like Shoprite (in 100million Kwacha) for the years 2000 to 2003:

J	F	M	A	M	J	J	A	S	O	N	D
96	90	98	99	103	99	84	93	112	112	134	184
83	83	92	103	108	105	84	98	112	120	134	196
85	88	103	115	108	108	89	98	112	115	136	192
83	86	89	110	106	106	88	98	112	118	137	200

- Using the Average Percentage Method, obtain the seasonal indices for January and September.
- Is the Average Percentage Method a satisfactory method for obtaining the seasonal index?

### QUESTION FIVE

- a) Given below are the Index Numbers of consumer prices in Zambia using 1985 as the base. Convert the fixed base series to a chain base series:

Year	CPI
1985	100.0
1986	154.8
1987	227.6
1988	350.6
1989	800.4
1990	1677.2
1991	3243.0
1992	9448.5

- b) "The geometric mean has a special advantage over the arithmetic mean in index number construction". Explain and illustrate why.

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES & SOCIAL SCIENCES**

### **DEPARTMENT OF ECONOMICS**

#### **2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**EC 332: BUSINESS FINANCE**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer any three questions. Show all workings! Pocket calculators as well as annuity and discount factor tables can be used.**

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#### **1. Capital Budgeting – Net Present Value, Bonds and Common Stocks**

- (a) Would you rather receive \$1,000 today or \$2,000 in 10 years? Assume a discount rate of 8%.
- (b) The government has issued a bond that will pay \$1,000 in 25 years. The bond will pay no interim coupon payments. What is the present value of the bond if the discount rate is 10%?
- (c) What is the value today of a 15-year annuity that pays \$500 a year? The annuity's first payment occurs in six years from now. The annual interest rate is 12 percent for years 1 through 5 and 15 percent thereafter.
- (d) The FI Corporation's dividends per share are expected to grow indefinitely by 5% per year.
  - (i) If this year's year-end dividend is \$8 and the opportunity cost of capital is 10% per year, what must the current stock price be according to the dividend growth model?
  - (ii) If the expected earnings per share are \$12, what is the implied value of the return on equity (ROE) on future investment opportunities?
  - (iii) How much is the market paying per share from growth opportunities?

## **2. Capital Budgeting – Evaluation of Projects**

- a) Explain whether the following items should or should not be treated as incremental cash flows when computing the NPV of an investment.
  - (i) A reduction in the sales of a company's other products caused by the investment.
  - (ii) Land you already own that will be used for the project, but otherwise will be sold for its market value.
  - (iii) Costs of research and development undertaken in connection with the project during the past three years.
- b) Phillips Industries runs a small manufacturing operation. For this fiscal year, it expects real net cash flows of \$120,000. Phillips is an ongoing operation, but it expects competitive pressures to erode its real net cash flows at 6% per year in perpetuity. The appropriate real discount rate for Phillips is 11%. All net cash flows are received at year-end. What is the present value of the net cash flows from Phillips's operations?
- c) Dickinson Brothers, Inc., is considering investing in a machine to produce computer keyboards. The price of the machine will be \$400,000 and its economic life is five years. The machine will be fully depreciated by the straight-line method. The machine will produce 10,000 keyboards each year. The price of each keyboard will be \$40 in the first year and will increase by 5 percent per year. The production cost per keyboard will be \$20 in the first year and will increase by 10 percent per year. The corporate tax rate for the company is 34 percent. If the appropriate discount rate is 15 percent, what is the NPV of the investment?

## **3. Risk and Return – CAPM**

- a) Explain why the CAPM is using as a measure of risk for an asset beta and not standard deviation.
- b) Assume the risk-free rate is 8% and the expected rate of return on the market is 18%. A stock has an expected return of 6%. What is its beta?
- c) Suppose the rate of return on short-term government securities (perceived to be risk-free) is 4%, the expected return required by the market for a portfolio with a beta of 1.0 is 12%. According to the Capital Asset Pricing Model:
  - (i) What is the expected return on the market portfolio?
  - (ii) What would be the expected return on a zero-beta stock?
  - (iii) Suppose you consider buying a share of stock at a price of \$40. The

stock is expected to pay a dividend of \$3 next year and to sell then for \$41. The stock risk has been evaluated at  $\beta = -0.5$ . Is the stock overpriced or underpriced? Explain.

- d) If the simple CAPM is valid, is the following situation possible? Explain.

Portfolio	Expected Return	Standard Deviation
Risk-free	10%	0%
Market	18%	24%
A	20%	22%

#### 4. Financing – Optimal Capital Structure and Modigliani-Miller

- a) ABC Company is currently an all-equity firm that pays no taxes. The market value of the firm's equity is \$2 million. The cost of this unlevered equity is 18% per year. ABC plans to issue \$400,000 in debt and use the proceeds to repurchase stock. The cost of debt is 10% per year.
- After the repurchase, what will the cost of equity be?
  - After ABC repurchases the stock, what will the firm's weighted average cost of capital be? Do the calculations.
- b) Levered and Unlevered are identical in every way except their capital structures. Each company expects to earn \$96 million before interest per year in perpetuity, with each company distributing all its earnings as dividends. Levered's perpetual debt has a market value of \$275 million and costs 8% per year. Levered has 4.5 million shares outstanding, currently worth \$100 per share. Unlevered has no debt and 10 million shares outstanding currently worth \$80 per share. Neither firm pays taxes. Is Levered's stock a better buy than Unlevered's stock?
- c) Strider Publishing Company, an all-equity firm, expects perpetual earnings before interest and taxes (EBIT) of \$2.5 million per year. Strider's all-equity discount rate is 20%. The firm is subject to a 34% corporate tax rate.
- What is the value of Strider Publishing?
  - If Strider issues \$600,000 of debt and uses the proceeds to repurchase stock, what will the value of the firm be?
  - Give an economic intuition for any difference in your answers to (i) and (ii).
- d) How does the existence of financial distress costs affect Modigliani and Miller's theory in a world where corporations pay taxes? Give a short, but precise answer.

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End of Final Exam

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMNITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF ECONOMICS**

**2006 SECOND SEMESTER FINAL EXAMINATIONS**

**EC 412: INTERNATIONAL FINANCE THEORY AND PRACTICE**

**TIME: THREE HOURS**

**INSTRUCTIONS:**

**ANSWER ALL QUESTIONS** in Section A and **ANY TWO** from Section B. Diagrams and calculations must be shown wherever necessary.

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**SECTION A**

**Question 1.**

- a. The forward rate is determined by the interaction of several players in the foreign exchange market. Discuss with the help of a well labeled diagram.
- b. MN associates have just received a loan of US\$341 million. The company is risk averse and would like to hedge against foreign exchange risks. They have asked you to advise them. Go on, tell them what to do! (No formal derivatives please)
- c. You are willing to engage in interest arbitrage and you have US\$100,000 in bank deposits to play with in New York. Under each of the following sets of 90-day interest rates and exchange rates, calculate the covered differential in favour of London (CD-home country) and decide whether it is profitable to lend in London and sell pounds forward or to lend in the United States avoiding pounds all together.

	Interest rate in London( $i_b$ )	Interest rate in NY( $i_a$ )	spot price of £( $r_s$ )	forward price of £( $r_f$ )	Forward Premium (F)
a	3	2	2	2	0%
b	3	2	2	1.96	-2
c	4	-3	2	1.98	-1

**Question 2.**

With the help of appropriate diagram(s) explain the sticky price model of exchange rate determination (No need for formal derivation).

## SECTION B

### Question 3.

- a. The purchasing power parity (PPP) approach to the determination of the exchange rate has been criticized for not considering the prices of non-tradables. Show how the generalized PPP approach provides a solution to this problem. Interpret your results
- b. Discuss the explanations for the generally poor performance of the PPP theory.

### Question 4.

- a. How would each of the following affect the foreign exchange rate for Zambia? Explain using monetary and non-monetary approaches.
  - i. An increase for Zambia's exports
  - ii. A rise in Zambia's rate of inflation
  - iii. Arise in foreign interest rates
- b. Derive the absorption approach to the Balance of Payments (BOP) determination and explain the impact of devaluation on national income. Why do the devaluations prove painful and politically unpopular in least developed countries?

### Question 5.

- a. Discuss the concept of Eurocurrency. Discuss the pros and cons of the Euro money market. As you do so, explain why they continue to thrive
- b. What are the main explanations for the poor performance of the exchange rate determination models

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END OF FINAL EXMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**EC 422: ISSUES IN DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: Answer all FOUR questions. Bonus points will be awarded for neat presentations.**

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1. Discuss the relevance of the demand for “The New International Economic Order” to Zambia’s quest for economic development. Ensure to outline the main elements in the demand and provide alternative strategies to these demands.
2. Trade is at times described as an “engine” of growth while it is also described as a mechanism of “international inequality”. Evaluate the arguments for each school of thought. In your view which description is more relevant to Zambia and why?
3. Some Economists and International Institutions argue that development planning is an unwanted interference in the operation of a liberalised economy. Evaluate this argument and recommend a position Zambia should adopt. Ensure to highlight the reasons for your recommendation.
4. Population growth plays a conflicting role in the development process. Examine the conventional view against high levels and rates of growth of population vis-à-vis Simon’s thesis on population and development in the context of Zambia.

**- End of Examination -**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**

**DEPARTMENT OF ECONOMICS**

**2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**EC 431: LABOUR ECONOMICS**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS**

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1. Name the Hicks-Marshall Laws of Derived Demand and explain two of them in more detail using the substitution- and scale effect where appropriate.
2. Consider a household which is maximising utility over money income and leisure. Explain what is meant by income- and substitution effect. Illustrate the two effects graphically. Give an intuition why the labour supply curve might be backward bending.
3. In 2002, a French law went into effect that cut the standard workweek from 39 to 35 hours (workers got paid for 39 hours even though working 35), while at the same time prohibiting overtime hours from being worked. (Overtime in France is paid at 25% above the normal wage rate.)
  - (a) Draw the old budget constraint, showing the overtime premium after 39 hours of work.
  - (b) Draw the new budget constraint.
  - (c) Analyze which workers in France are better off under the 2002 law. Are any worse off? Explain.
4. Company X has for some time hired skilled technicians on one-year contracts to work at a remote location. It offers a \$10,000 signing bonus and an hourly wage rate of \$20 per hour. Company Y now enters the market and offers no signing bonus, but offers an hourly wage of \$25. Both companies want to attract workers who will work longer than 2,000 hours during the year (if they do they are paid at their straight-time wage rate given above).

- (a) First, suppose that workers receive offers from both companies; draw, on the same graph, the income-household time ("budget") constraints for the coming year under both offers. (Clearly label which is Company X and which is Y and assume that one cannot work longer than 4000 hours per year).
- (b) Second, consider a worker for Company X who chose to work 2,500 hours last year. Suppose that her contract is up and that she now has offers from both Company X and Company Y. Can we tell which offer she will choose, assuming her preferences for income and household time have not changed? Explain (or demonstrate). If she changes companies, will she continue to work 2,500 hours, or will she increase hours or reduce them? Explain fully.
5. Some real estate brokers split the commission revenues generated by each sale with the responsible agent. Others, however, require their agents to pay *them* (the brokers) money up-front, and then allow the agents to keep the *entire* commission from each sale they make. Which agents would you predict to have the larger volume of sales, those who split all commissions with their employer or those who pay an up-front fee to their employer and then keep the entire commission? Explain.

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End of Final Exam

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF ECONOMICS**

**2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**EC 925: INDUSTRIAL ORGANISATION**

**TIME : THREE HOURS**

**INSTRUCTIONS:**

1. Answer **ALL** questions in Section A.
  2. Answer any **THREE** questions in Section B. Question **SIX** in Section B is compulsory.
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**SECTION A**

Answer **TRUE OR FALSE** and **JUSTIFY YOUR ANSWER TO EARN FULL MARKS**

1. In the long run a monopoly will always produce at a point where the  $MC(q) = AC(q)$ .
2. Consider a competitive industry with identical firms. In the long-run industry equilibrium, a competitive firm will always supply the quantity that minimizes its average variable costs.
3. In a perfectly competitive industry with constant costs the long-run industry supply curve is horizontal.
4. Consider a monopolist with constant marginal cost. The higher is the elasticity of demand at the monopoly price, the higher is the profit to sales ratio for the monopolist.
5. In an industry with  $n$  identical firms, a merger of three firms leads to an increase in the herfindahl index (HHI).

## SECTION B:

Answer **THREE** questions. **Question 6** is compulsory

6. Assume that the 'manufacturing' of cellular phones in Zambia is a perfectly competitive industry. The market demand for cellular phones is described by a linear demand function  $Q^D = \frac{6000 - 50P}{9}$ . There are fifty manufacturers of cellular phones. Each manufacturer has the same production costs. These are described by long-run total and marginal cost functions of  $TC(q) = 100 + q^2 + 10q$ .
- Find an expression for the profit maximizing level of output for each firm.
  - Derive the industry supply curve.
  - Find the market price and aggregate quantity traded in equilibrium.
  - How much output does each firm produce? Is this long run equilibrium or not?
  - Now suppose that the 50 firms are monopolized. The market demand remains the same. Calculate the profit maximizing level of output for the monopolist; including the price it will be charging and the level of profits it will be making.
7. "Many countries in sub-Saharan Africa have now recognized the need for competition policy and law."
- Distinguish between competition policy and Competition law.
  - Briefly explain the;
    - Importance of competition policy to African countries
    - Challenges that African countries have to face in establishing competition policies.
8. Consider a game between two airlines. Players simultaneously choose whether to set a high price or a low price for the tickets. The payoffs are given in the matrix below

		AIRLINE A	
AIRLINE B		L	H
	L	1,1	6,0
	H	0,6	5,5

- Find all the Nash equilibria of this game. Are the equilibrium payoff allocations Pareto optimal. Find the Sub-game perfect equilibria.

- b) Suppose instead that both airlines have three strategies (L, M, and H). The payoff matrix for the new game is

AIRLINE A				
AIRLINE B		L	M	H
	L	1,1	2,0	6,0
	M	0,2	3,3	2,0
	H	0,6	0,2	5,5

Find all the Nash equilibrium of this game.

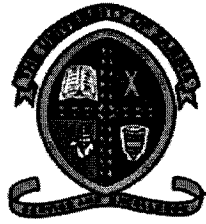
- c) Now suppose that the game in (b) is repeated 3 times write down the tree diagrammatic form of the game.

9. Suppose there are  $n$  identical firms in a cournot model.

- a) Establish the equilibrium level of output for each firm under Nash equilibrium.
- b) Show that the elasticity of the market demand curve must be greater than  $\frac{1}{n}$  at the cournot equilibrium.

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**END OF FINAL EXAMINATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
FIRST SEMESTER FINAL EXAMINATIONS 2006/7**

**E/LAL 111  
COMMUNICATION AND STUDY SKILLS**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. The exam consists of five (5) printed pages. Ensure that you have all the pages before you proceed.
2. Attempt **ALL** questions in the three sections.

**SECTION A**

You are advised **NOT** to spend more than thirty (30) minutes on this section. Write your answers as briefly as possible.

1. Write about the following in relation to an academic essay:
  - a. Abstract
  - b. Introduction
  - c. Conclusion
2. What is the difference between skimming and scanning?
3. What is note taking and identify any five essential skills involved in taking notes?
4. Provide ten sentences in order to give five examples of content words and five examples of non-content words. Identify the word classes to which the given words belong.
5. Show the difference between endnotes and bibliography.

**SECTION B**

6. Examine the following extract from an article on "Figures of Speech". Use your knowledge of academic writing to show the strengths of this article. What elements of good academic writing are you able to identify in the entire extract and individual paragraphs? Present your response in a logical manner. All examples from the text should be clearly cited using the line numbers that have been indicated in the left margin of the extract.

[A figure of speech is] any intentional deviation from literal statement or common usage that emphasizes, clarifies, or embellishes both written and spoken language. Forming an integral part of language, figures of speech are found in primitive oral literatures, as well as in polished poetry and prose and in everyday speech. Greeting-card rhymes, advertising slogans, newspaper headlines, the captions of cartoons, and the mottoes of families and institutions often use figures of speech, generally for humorous, mnemonic, or eye-catching purposes. The argots of sports, jazz, business, politics, or any specialized groups abound in figurative language.

Most figures in everyday speech are formed by extending the vocabulary of what is already familiar and better known to what is less well known. Thus metaphors (implied resemblances) derived from human physiology are commonly extended to nature or inanimate objects as in the expressions "the mouth of a river," "the snout of a glacier," "the bowels of the earth," or "the eye of a needle." Conversely, resemblances to natural phenomena are frequently applied to other areas, as in the expressions "a wave of enthusiasm," "a ripple of excitement," or "a storm of abuse." Use of simile (a comparison, usually indicated by "like" or "as") is exemplified in "We were packed in the room like sardines." Personification (speaking of an abstract quality or inanimate object as if it were a person) is exemplified in "Money talks"; metonymy (using the name of one thing for another closely related to it), in "How would the Pentagon react?"; synecdoche (use of a part to imply the whole), in expressions such as "brass" for high-ranking military officers or "hard hats" for construction workers.

Other common forms of figurative speech are hyperbole (deliberate exaggeration for the sake of effect), as in "I'm so mad I could chew nails"; the rhetorical question (asked for effect, with no answer expected), as in "How can I express my thanks to you?"; litotes (an emphasis by negation), as in "It's no fun to be sick"; and onomatopoeia (imitation of natural sounds by words), in such words as "crunch," "gurgle," "plunk," and "splash."

Almost all the figures of speech that appear in everyday speech may also be found in literature. In serious poetry and prose, however, their use is more fully conscious, more artistic, and much more subtle; it thus has a stronger intellectual and emotional impact, is more memorable, and sometimes contributes a range and depth of association and suggestion far beyond the scope of the casual colloquial use of imagery.

In European languages figures of speech are generally classified in five major categories: (1) figures of resemblance or relationship (e.g., simile, metaphor, kenning, conceit, parallelism, personification, metonymy, synecdoche, and euphemism); (2) figures of emphasis or understatement (e.g., hyperbole, litotes, rhetorical question, antithesis, climax, bathos, paradox, oxymoron, and irony); (3) figures of sound (e.g., alliteration, repetition, anaphora, and onomatopoeia); (4) verbal games and gymnastics (e.g., pun and anagram); and (5) errors (e.g., malapropism, periphrasis, and spoonerism). Figures involving a change in sense, such as metaphor, simile, and irony, are called tropes.

All languages use figures of speech, but differences of language dictate different stylistic criteria. In a culture not influenced by classical Greece and Rome, some figures may be absent; irony is likely to be confined to fairly sophisticated cultures. Japanese poetry is based on delicate structures of implication and an entire vocabulary of aesthetic values almost untranslatable to the West. Arabic literature is rich in simile and metaphor, but the constructions used are so different from those familiar in the West that translation requires much adaptation. This condition is also true of the oral literatures of Africa and of the written literatures deriving from them.

One of the most powerful single literary influences upon world cultures has been the Bible. Both the Old Testament and the New Testament are rich in simile, metaphor, and personification and in the special figure of Hebrew poetry, parallelism.

*The Encyclopedia Britannica*

## SECTION C

7. Read the following passage from a textbook and answer the questions that follow:

The law of property deals with "property" in its widest sense, including all assets that form part of a person's patrimony or estate, or all of what is referred to in non-legal terminology as a person's "possessions". This includes rights in corporeal things (movable and immovable), rights in immaterial property and rights deriving from obligation such as contract or delict.

In the widest sense a person's property may include the following assets:

- (a) A motor car (ownership, real right, corporeal movable thing)
- (b) A house (ownership, real right, corporeal movable thing)
- (c) A flat in a sectional title scheme (ownership, real right, corporeal movable thing)
- (d) A time-sharing interest in a shareblock scheme (shares, creditor's right, movable incorporeal thing)
- (e) Shares in mining company (shares, creditor's right, movable incorporeal property)
- (f) Short-term lease of an office suite (lease, creditor's right, movable incorporeal property)
- (g) Registered long-term lease of a factory (registered lease, limited real right, immovable incorporeal property)
- (h) Registered right of a way over a neighbour's farm (servitude, limited real right, immovable incorporeal property)
- (i) Mineral rights in the family farm (mineral rights, limited real right, immovable incorporeal property)
- (j) Usufruct of implements in family farm (servitude, limited real right, movable incorporeal property)
- (k) Registered bond over neighbour's farm for cash loan forwarded to neighbour (real security right, limited real right, immovable incorporeal property)
- (l) Copyright to a book on the family history (immaterial property right)
- (m) Right to a state pension and medical scheme to which the person contributed for ten years (creditor's right, incorporeal property)

All the rights mentioned above are property rights in the sense that they form part of the person's estate, and therefore they are all important for the law of property in the wide sense. In this sense all of them might also qualify for the protection afforded to rights in property in terms of section 25 of the *Constitution* of 1996. (The constitutional protection of property rights is dealt with in chapters 23 and 24.) The law of things, as it used to be defined traditionally in the narrower sense, deals with only some of these rights, namely those that relate to corporeal things. (You can refer back to chapter 2, where the characteristics of things are discussed.) In this narrower sense "things" do not include the rights mentioned under (d), (e), (f), (i) or (m) above, since (d), (e), (f) and (m) are creditor's rights and (i) is an immaterial property right. Some of these rights are traditionally dealt with in the law of contract and immaterial property law respectively. In this narrower sense it was usually said that the law of things is restricted to real rights pertaining to corporeal things.

However, since the introduction of the *Constitution* of 1996 it has become impossible to restrict the scope of the law of property in this way. Even before the introduction of the *Constitution* in April 1994 some property lawyers argued that there were many exceptions to the traditional rule that the law of things related to corporeal things only, specifically with reference to a number of property rights in so-called incorporeal things. Furthermore, in 1994 it became necessary to extend the attention of lawyers to all kinds of property that might be protected in terms of section 28 of the *Constitution*. For practical reasons some property rights cannot be dealt with extensively in the law of property course at university, since they are the object of specialised courses such as immaterial property law or company law. However, the law of property course has to at least recognise the fact that these rights are rights in property, and it has to deal with all other property rights, including those that do not relate to corporeal things.

In this book we use the term "law of property" and not "law of things", because we deal with a number of rights that do not relate to corporeal things. However, we will not deal with creditor's rights, corporate property rights or immaterial property rights, since they are discussed in other law courses.



110 There is one part of the law of property which does not deal with property rights, but with property-related interests and relations (referred to as unlawful property relations) that cannot qualify as rights. These areas of the law of property are important because, even though the law does not recognize them as rights, these property relations do have certain legal implications. (This aspect is explained briefly in chapter 1, and dealt within chapters 12 to 15.)

115 One of the most interesting and troublesome aspects of the law of property is the recognition and protection of customary property rights.

120 Traditionally these rights were not regarded as part of the law of property, since they are unique rights created and developed in the sphere of customary society. Due to the close correlation between these rights and the social position and status of their holders, they do not fit easily into the western common-law picture of real rights, and consequently they were traditionally neglected by property lawyers. However, in view of the enormous socio-economic importance of these rights, especially with regard to the occupation and use of land, it is necessary to take note of their existence, and to understand their function within the broader picture of the law of property. In view of the recognition of customary law in the *Constitution* it is also important to understand the proper relation between common-law and customary-law land rights. (Customary land rights are discussed in chapter 21, and the implications of the *Constitution* are discussed in chapters 23 and 24.

130 In conclusion it can be said that the law of property as discussed in this book is concerned with real rights of corporeal things, as well as other property rights not related to corporeal things, and customary property rights. It also includes a number of property relations that are not regarded as rights.

(*Introduction to Property Law*, Van der Walt and Pienaar 1997:30-32)

135 Answer the questions on page 5 using the passage above.

8. Find synonyms in lines 58-60 for the concept of property.
9. Which three types of property rights are distinguished in lines 58-60? Quote a sentence from the lines and number the three types.
10. Skimread the rest of the extract then answer the following questions:
  - a. Which one event changed the scope of the law of property?
  - b. Which term is preferred by the authors of this textbook: *law of things* or *law of property*?
  - c. Which aspect of the law of property do the authors of this textbook find both interesting and tough to handle?
11. The law of property was traditionally restricted to specific things. Quote a line from the passage that states what these things are.
12. In what way can the term *law of property* be said to be more inclusive than the term *law of things*?
13. What reason is given in lines 99-104 for **not** including certain aspects of property rights in this textbook?
14. Which **two** reasons are given in lines 118-121 for the fact that customary property rights were neglected by property lawyers?
15. Which **two** reasons are given in lines 121-125 for including customary property rights in this textbook?
16. The authors conclude by saying which four aspects of property law are discussed in the book; which are they?
17. Finally use your answers to questions 11 to 16 to write a brief and formal summary of lines 83 to 131 in a manner you prefer.

END!

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2006/07 END OF SECOND SEMESTER EXAMINATIONS**  
**FR132: FRENCH LANGUAGE II**

TIME:

THREE HOURS

**INSTRUCTIONS:**     **ANSWER ALL THE QUESTIONS IN ALL SECTIONS**

---

**SECTION A:**             Mettez les phrases suivantes au pluriel

1.     Je vais au marché

---

2.     Je prends mon café

---

3.     Viens ici

---

4.     Mets un stylo sur la table.

---

5.     Elle court

---

**B:**             Donnez l'ordre qui convient

- |    |       |                                       |
|----|-------|---------------------------------------|
| 1. | _____ | ! Je vais à ma place                  |
| 2. | _____ | ! Je mets une gomme dans la serviette |
| 3. | _____ | ! J'ouvre un cahier.                  |
| 4. | _____ | ! J'écris une lettre                  |
| 5. | _____ | ! Nous mangeons des bananas.          |
- 

**SECTION C:**             Répondez à toutes les questions

---

1.     Ce matin, à quelle heure vous êtes-vous levé?
  2.     Quelle langue parlez-vous à la maison ?
  3.     Que font les parents quand leur enfant ment?
  4.     Quel jour est-ce aujourd'hui ?
  5.     Pourquoi apprenez-vous le français ?
  6.     Si vous voulez louer un appartement, que lisez-vous dans le journal ?
  7.     Que faites-vous avec vos oreilles ?
  8.     Quel temps fait-il aujourd'hui ?
  9.     Quelle est votre nationalité?
  10.    Combien de repas faites-vous par jour?
- 
- 

**D. COMPOSITION**

---

Présentez-vous et votre famille

---

SECTION E: Mettez les verbes aux temps indiqués entre parenthèses

---

1. Les petites filles aller (passé composé) au cinema.
2. Finir (impératif) notre travail.
3. Dire (impératif) -moi la vérité.
4. Vous le savoir (future) quand les examens commenceront.
5. Elles nettoyer(présent).
6. Ils acheter(présent) des gateaux à la pâtisserie.
7. Mme Vincent descendre(passé composé) dans la sale à manger.
8. Nous se lever(future) bientôt.
9. Je demander(passé récent) un balai.
10. Mes soeurs s'habiller(passé composé) vite.

SECTION F: Remplacez les mots soulignés par le gérondif

Exemple: Je vois les joueurs quand j'arrive à la plage.

---

- En arrivant sur la plage, je vois les joueurs.

1. Ils couraient et faisaient rire la foule.
2. Je courais et je suis tombé.
3. Il a fait sa toilette quand il s'est levé.
4. Je penserai à cela quand je sortirai du théâtre.
5. Quand elle a entendu la musique, Hélène s'est réveillée.

SECTION G: Remplissez les tirets par des pronoms convenables  
(Fill in the blanks with suitable pronouns.)

1. Vous êtes fatigué: asseyez ....., il faut .....réposer.
  2. ...., je vais au lycée à temps, mais eux, .... N'y vont jamais avant neuf heures.
  3. Elles ..... sont couchées
  4. à dix heures.
  5. Voici l'homme qui dit que c'est ... qui les avait vus.
  6. .... est très jolie, n'est-ce pas ?
  7. Je ne crois pas ce que ... dis.
  8. .... qui suis si riche dis cela.
  9. Nous .... asseyons sur ce banc tous les samedis.
  10. .... es-tu lave les mains?
  11. Viendrez-vous au cinema ? Oui, j' ..... viendrai.
-

SECTION H:      Trouvez les questions auxquelles les mots soulignés sont les réponses.  
(Find the questions to which the underlined words are the answers)

1. Il est descendu à neuf heures
2. M. Vincent dit bonjour poliment.
3. Ma chemise est verte.
4. J'étudie le français depuis trioi un an.
5. Si, j'ai une montre
6. Je vais bien, merci.
7. Mon ami a dix-sept ans.
8. Les Français jouent contre les Écossais.
9. L'encrier est en verre.
10. Elle a joué avec un gros ballon.

SECTION I:      COMPREHENSION

**Lisez le morceau suivant avec attention et répondez en français par des phrases complètes aux questions posées à la fin du morceau.**

La ville que nous habitons est assez grande. Les rues sont droites et larges. La rue dans laquelle nous demeurons a quarante mètres de largeur, et les deux trottoirs sont aussi très larges. Le beau bâtiment que nous voyons à gauche est le théâtre. L'hôtel de ville qui est en face du theatre, a été construit par un architecte renommé.

Les réverbères qui éclairent la rue sont en fonte. Ceux qui sont devant le théâtre et devant l'hôtel de ville sont en bronze. Les maisons de notre ville sont en briques, sauf la cathédrale et les églises qui sont en pierre. Chaque soir on allume les réverbères qui donne une belle lumière Celui qui les allume s'appelle l'allumeur. Les rues sont éclairées au gaz, mais notre maison est éclairée à l'électricité. Les rues de notre ville sont très animées. On voit une foule de gens qui circulent sur les trottoirs, et un grand nombre de véhicules, des autos, des voitures, des fiacres, des camions et des charrettes qui circulent la chaussée.

**Questions:**

1. Comment est la ville que nous habitons ?
  2. Comment sont les rues de notre ville?
  3. Quel est le beau bâtiment que nous voyons à gauche ?
  4. Où est l'hôtel de ville?
  5. Qui est-ce qui l'a construit ?
  6. En quoi sont les réverbères?
  7. En quoi sont les maisons de notre ville ?
  8. En quoi sont les églises
-

9. Qui est-ce qui allume les réverbères ?
10. Qu'est-ce qu'on voit dans la rue ?

---

**FIN DE L'EXAMEN, *BONNE CHANCE!***

---

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATIONS 2006**

**FR 312**  
**PAPER I**

**INSTRUCTIONS : ANSWER ALL QUESTIONS**

**SECTION ONE : SEMANTIQUE**

**QUESTION 1**

Définissez les termes ou expressions ci-dessous et donnez deux exemples pour chaque terme ou expression.

- i) méronymes
- ii) métonymes
- iii) hyponymes
- iv) Antonymes.
- v) Comparaison

**QUESTION 2**

Choisissez dans la liste suivante le verbe approprié qui remplacera le verbe dire.

Promettre ; assurer ; signifier ; prétendre ; révéler ; préciser ; réciter ; déclarer ; répéter ; confier ; avouer ; garantir ; annoncer ; expliquer.

- i) Le Président a dit que la séance était ouverte.
- ii) Sampa le lui a dit cent fois.

- iii) L'ordinateur est bloqué, qu'est-ce que ça veut dire ?
- iv) D'après ce que Amadou dit, il serait le fils d'un noble sénégalais.
- v) Cela inquiétait Sipo de partir seul mais je lui ai dit que je l'accompagnerais.
- vi) Mwila a enfin dit l'origine de sa fortune.
- vii) Dites-nous où vous voulez en venir.
- viii) Patrice a dit ce poème de Léopold Sédar Senghor.
- ix) Je vais vous dire un secret, mais ne le dites pas à quelqu'un d'autre.
- x) Après bien des hésitations, elle a fini par dire la vérité.

### QUESTION 3

Trouvez à quelle expression correspondent les termes suivants :

Les vieux ; un asile de fous ; les victimes civiles pendant la guerre ; un balayeur ; un handicapé moteur ; les aveugles ; les sourds ; les pays pauvres ; les retraités ; les fous ; un licenciement ; le cancer ; l'alcoolisme, une bonne ; les pauvres ; les clandestins.

- i) les mal voyants
- ii) le troisième âge
- iii) l'éthylisme
- iv) un hôpital psychiatrique
- v) le quatrième âge
- vi) Une personne à mobilité réduite
- vii) Les malades mentaux
- viii) Une employée de maison
- ix) Un technicien de surface
- x) Les économiquement faibles
- xi) Les pays en voie de développement
- xii) Les mal entendants
- xiii) Un plan social
- xiv) Les sans papiers
- xv) Les dégâts collatéraux



#### QUESTION 4

En vous aidant des préfixes négatifs, trouvez les contraires des mots suivants.

- i) mobile
- ii) adroit
- iii) connu
- iv) légal
- v) normal
- vi) honorer
- vii) connaître
- viii) plier
- ix) avantage
- x) moralité

#### SECTION TWO : SYNTAXE

##### QUESTION 1

Quelles sont les catégories du discours que vous connaissez selon la classification moderne ? Donnez trois exemples pour chacune de ces catégories.

##### QUESTION 2

Les mots ci-dessous ne sont pas en ordre. Remettez-les en ordre de manière à former soit une phrase simple soit une phrase complexe.

- i) forêt – la- dans – seul – tropicale – être – préfère – j'aime – je – et - nature – la.
- ii) trouvé – semaines – la - recherche –trois – depuis – police – avons – personne – la – nous – que.

- iii) Intéressé – hier – vu – que – beaucoup – m'a – film- le – j'ai – d'amour.
- iv) vos- yeux - beaux- mourir - me – d'amour – font – mademoiselle, noirs.
- v) Manger - jours – apporter – son – tous – peut –on –les.

### QUESTION 3

Dites si les phrases ci-dessous sont déclaratives, interrogatives, exclamatives ou impératives.

- i) Tenez-vous tout droit et ne bougez plus.
- ii) Quel grand chef d'Etat nous avons rencontré !
- iii) Je doute que Paul soit content de la réponse qu'on lui a donnée.
- iv) Les étudiants africains s'intéressent beaucoup à la politique.
- v) Je ne suis pas du tout content.

### QUESTION 4

Faites l'analyse syntagmatique de chacune des phrases ci-dessous en montrant de manière claire leurs constituants immédiats.

- i) Le nouveau Vice - Chancelier aime beaucoup les fruits de mer
- ii) Je lui ai parlé au téléphone:
- iii) Le léopard et le lion appartiennent à la famille des fauves.
- iv) Joséphine achète un précieux cadeau à ses parents.
- v) Musonda habite avec ses beaux-parents

## SECTION THREE : PHONOLOGIE

### QUESTION 1

Définissez les termes ou expressions suivantes :

- i) La phonologie

- ii) Le phonème
- iii) La syllabe
- iv) L'assimilation
- v) Les consonnes géminées

## QUESTION 2

Donnez deux exemples pour chacun des formes syllabiques suivantes :

- i) CV
- ii) CV – VC
- iii) CV – CV
- iv) CV – C1C2V
- v) VC1 – C2V

## QUESTION 3

Dans la liste des mots ci-dessous, précisez si le « h » est muet ou aspiré :

- |             |            |                |               |
|-------------|------------|----------------|---------------|
| i) haricot  | ii) hasard | iii) hameçon   | iv) héroïne   |
| v) huissier | vi) harpon | vii) héros     | viii) haleine |
| ix) haut    | x) hibou   | xi) hollandais |               |

## QUESTION 4

Donnez 10 paires minimales que vous connaissez en français.

**FIN DE L'EPREUVE**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
SECOND SEMESTER EXAMINATIONS 2006

FR 412  
PAPER I

**INSTRUCTIONS : ANSWER ALL QUESTIONS**

**NB : THE USE OF DICTIONARIES IS NOT ALLOWED**

**SECTION ONE : TRANSLATE THE FOLLOWING PASSAGE INTO ENGLISH**

M. Michel Rocard devait inaugurer, le lundi 17 octobre le salon international de l'alimentation (SIAL), qui se tient jusqu'au 21 octobre au parc des expositions de Villepinte. Cette manifestation révèle les grandes tendances de l'alimentation moderne. Au menu 1988, une course à la légèreté... jusqu'à l'excès. Vite et bon. Et surtout léger. Voilà les mots qui désormais, assaisonnent le verbe « manger ». Fini le temps de la « bouffe génération ». Plus question de « se nourrir jusqu'à en mourir ». La société fait sienne la formule de Paracelse, médecin suisse du seizième siècle : « Tout est poison, rien n'est poison, tout est dans la dose. » Place aux plats individuels, hypocaloriques et bien équilibrés, simples à préparer. Car la société a changé et la ménagère avec elle. En 1950, elle passait quatre heures par jour devant ses fourneaux. Elle ne s'attarde plus aujourd'hui que quarante minutes, avec la complicité du congélateur et du four à micro-ondes. Elle emploie son temps à autre chose, au travail, par exemple.

## SECTION TWO : SEMANTIQUE

### QUESTION 1 :

Définissez les termes ou expressions ci-dessous et donnez deux exemples pour chaque terme ou expression.

- i) métaphore
- ii) paronymie
- iii) un champ lexical
- iv) synonymie
- v) antonymie

### QUESTION 2 :

Retrouvez dans cette liste de mots des paires de synonymes.

Arborer ; douceur ; dresser ; élever ; fabuleux ; fatigue ; finesse ; foule ; gauche ; humble ; imaginaire ; lassitude ; maladroit ; modeste ; multitude ; porter ; sinistre ; sombre ; suavité ; subtilité.

### QUESTION 3 :

Les phrases suivantes peuvent se comprendre de plusieurs manières car elles contiennent un mot ou une expression polysémiques (soulignés) . Expliquez ces phrases.

- i) Banda s'occupe encore aujourd'hui de sa mère.
- ii) Musonda a fait cela pour rien.
- iii) Ces deux livres valent 200,000 kwacha.
- iv) Mundia est comme mon fils.
- v) Kangwa et Miti aiment se battre
- vi) Jacques a fait faire un costume à Pierre.

- vii) Boniface amuse Alain.
- viii) Kalusha peut venir ce soir.
- ix) Miyoba dort encore.
- x) Kamanga sent la lavande.
- xi) Vous devez le savoir.

#### QUESTION 4

Expliquez les métaphores suivantes :

- i) avoir la pêche.
- ii) Il l'a reçu en pleine poire.
- iii) C'est une bonne poire.
- iv) Couper la poire en deux.
- v) C'est pour ma pomme.
- vi) Une pomme de discorde.
- vii) Tomber dans les pommes
- viii) Etre haut comme trois pommes.
- ix) C'est une noix.
- x) Une explication à la noix.

#### SECTION THREE :PHONETIQUE

##### QUESTION 1

Transcrivez avec l'orthographe phonétique le texte suivant :

##### UN LOGIS ACCUEILLANT

La pièce est bonne, confortable, et l'on éprouve en y entrant, je ne sais quel sentiment de bien être qu'augmente encore le bruit du vent et les torrents de pluie ruisselant aux gouttières. On se croirait dans un nid

bien chaud, tout en haut d'un grand arbre. Pour le moment, le nid est vide. Le maître du logis n'est pas là, mais on sent qu'il va rentrer bientôt, et tout chez lui a l'air de l'attendre. Sur un bon feu couvert une petite marmite bout tranquillement avec un murmure de satisfaction.

(Alphonse Daudet, contes du lundi)

## QUESTION 2

Donnez deux exemples pour chacun des catégories suivantes de consonnes :

- i) consonnes bilabiales
- ii) consonnes labiodentales
- iii) consonnes apico-alvéolaires
- iv) consonnes pré palatales
- v) consonnes palatales
- vi) consonnes vélaires
- vii) consonnes uvulaires

## QUESTION 3

a) Expliquez les termes ou expressions ci-dessous :

- i) les occlusives
- ii) les constrictives
- iii) les vibrantes
- iv) les voyelles palatales
- v) les voyelles vélaires
- vi) les voyelles nasales

b) Donnez deux exemples pour chacun des termes ou expressions ci-dessus.

THE UNIVERSITY OF ZAMBIA  
DEPARTMENT OF LITERATURE AND LANGUAGES  
2006/7 END OF SECOND SEMESTER FINAL EXAMINATIONS

FR422: ADVANCED FRENCH LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS IN ALL,  
EITHER ONE FROM SECTION A AND TWO FROM SECTIONS B  
OR ONE QUESTION FROM SECTION B AND TWO FROM SECTION  
A

---

SECTION A: *Thérèse Desqueyroux* de François Mauriac

SOIT

1. Etudiez la psychologie de Thérèse face à l'environnement dans lequel elle se trouve dans *Thérèse Desqueyroux*

OU

2. Pourquoi Thérèse a-t-elle épousé Bernard ? Suivez bien leur mariage.

OU

Les personnages suivants, quel rôle jouent-ils dans le roman.

- a) Tante Clara
- b) Anne de la Trave
- c) Jean Azevedo
- d) Bernard

SECTION B *La Condition Humaine* d'André Malraux

SOIT

3. Examinez les trois sources d'influence concernant l'œuvre d'André Malraux *La Condition Humaine*

OU

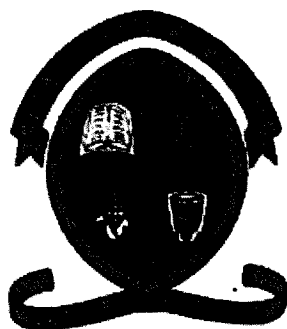
4. Le thème de la Souffrance dans *La Condition Humaine*

OU

5. Le thème de la Révolution dans *La Condition Humaine*.

FIN DE L'EXAMEN





# **THE UNIVERSITY OF ZAMBIA**

## **SECOND SEMESTER EXAMINATION 2006 – FEBRUARY/MARCH 2007**

### **FR332 – TRANSLATION FROM ENGLISH TO FRENCH**

- TIME ALLOWED :** Three (3) hours
- MATERIALS ALLOWED:** Bilingual English-French and French-English dictionaries
- INSTRUCTIONS :** There are two sections, Section A and Section B. Answer ALL questions.
- WEIGHTING :** The examination counts for 50% of the course's total marks. The weighting of the questions is as follows:  
(a) 5 marks for each question in Section A; and  
(b) 40 marks for Section B.

---

### **SECTION A**

1. One word in English may be translated by two or more words in French. Give two examples.
2. Translate into French each of the following:
  - (a) The lecturer said that he was late because he had had a car breakdown.
  - (b) A trade union is an association of wage-earners with the object of improving the working conditions. As long as terms of employment were settled between an employer and an individual workman, the latter's position was weak, especially in times of unemployment.

## SECTION B

3. Translate into French the following two texts, Text I and Text II:

### TEXT I:

#### THE NC'WALA AND SHIMUNENGA CEREMONIES

##### THE NC'WALA

Nc'wala celebrates the first fruits of a new harvest festivals. Thousands of colourfully dressed Ngoni people gather at Mutenguleni village, a few kilometres from Chipata in Eastern Province, usually at the end of February to mark the end of a successful rainy season and the beginning of a good harvest. The Nc'wala is one of the festivals recently revived after an absence of 80 years. The first ritual involves the chief tasting the first fresh produce of the year amid much singing and dancing. His ritual rebirth includes his being locked up in his house and drinking a cup of blood from a black bull, stabbed to death by a spear. An offshoot of the Zulus of South Africa, the Ngoni's military prowess is also shown off in the Nc'wala. This includes displays of the Ngoni war dance performed by leopard skin clad warriors, complete with shields.

##### THE SHIMUNENGA

The Ila people, who are closely related to the Tonga of Southern Zambia, celebrate the shimunenga on the weekend of a full moon in September or October at Maal on the Kafue Flats about 40 km west of Namwala. The ceremony used to be a hunt of Lechwe but now involves driving cattle across the Kafue River and signifies an episode in the tribe's history when the younger brother of a chief called Shimunenga broke away to form his own clan. An angry Shimunenga defeated the breakaway army and banished his brother, forcing him to cross a river marking the edge of his land. But before his brother could cross, he died, which was interpreted as a sign from the ancestors, whose spirits lived in waters, that they needed to unite. Offerings are made to the ancestors in the river, there are mock fights, singing, dancing and drinking.

### TEXT II:

#### I'LL TAKE WHAT'S COMING

Professor : Rex, being a parent I have to pretend to understand you, but as a matter of fact I don't. What do you do and what are you up to ?

Rex : It's so simple that hardly anybody believes me. First, what I do ? Well, I make all for myself, not for other people. I am not a broker...

Professor : You must have some kind of flair for it.

Rex : I have. But it's easy, believe me. You work ten times as hard as I do. And now I'm worth, well, what do you think ?

Professor : I have no idea. More than I am, certainly.

Rex : At least a hundred and fifty thousand, at this minute.

Professor : Good God ! It's incredible. But how have you managed it ?

\*\*\*\*\*

**E N D**

**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF DISTANCE EDUCATION**

**FIRST SEMESTER EXAMINATIONS  
FEBRUARY – MARCH 2007**

**H231: HISTORY OF MODERN AFRICA FROM 1750 TO 1900**

**3 HOURS**

**ANSWER THREE QUESTIONS**

1. With specific examples describe the impact of environmental factors on the development of pre-colonial African societies.
2. Is it tenable to argue that until the arrival of European colonizers African societies were static and without any history? Illustrate your answer with specific examples.
3. Some historians have argued that Africa's development dilemma has been that the continent has never attained the critical mass on which socio-economic transformations could be based. To what extent do you agree with this view?
4. Examine the contention that African history had no value because Africans were simply incapable of producing any true civilization without European intervention.
5. To what extent did African societies benefit or suffer from *legitimate* trade up to the advent of colonial rule?
6. Some African societies resisted colonial rule while others collaborated with the colonial system. What factors lay behind this varied reaction to the introduction of colonial rule in Africa?
7. Would we say the discovery of minerals in South Africa on the eve of Partition amounted to a Mineral Revolution?
8. Africans resisted colonisation in various forms in different parts of Africa. Choose one region of Africa and describe how the Africans in that region resisted the imposition of colonial rule.
9. To what extent did natural disasters impact on the socio-economic development of African societies during the nineteenth century? Give specific examples.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS**

**H242**

**THE CAPITALIST ECONOMIC SYSTEM, 1914 TO PRESENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. To what extent was World War One attributed to the pre-1914 economic boom in Europe? Critically analyse the view that post-World War Two recovery measures were more effective than post-World War One recovery measures.
2. Is it true to argue that the Great Depression could have been avoided had World War One not broken out? Describe Europe's attempts at recovering from the effects of the depression.
3. Out-line John Maynard Keynes's economic arguments. Is it true to argue that his ideas appealed to Economists of then and now?
4. Describe the work of any **three** economic blocs created in the post-World War Two period. What bottlenecks have stood in the way of the work of the European Union?
5. Is it tenable to argue that countries, which have invariably insisted on Multinational Corporation links with the local economies, have gone through an economic collapse?
6. Were Reagan and Thatcher justified when they argued that New Capitalism had a negative impact on the economies of their respective countries? What measures did they adopt to move away from New Capitalism at the national level?
7. "Should the IMF, the WTO and the World Bank be replaced, there will be a more fluid, less structured, more pluralistic world with multiple checks and balances – hence more sustainable poor country development." (Walden Bello, 2002) Argue.
8. How valid is the assertion that industrialism is to the detriment of man and his environment?
9. Is the anti-globalisation movement's insistence on halting globalisation justified?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS – FEBRUARY 2007**

**H322**

**TWENTIETH CENTURY EUROPE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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1. In what ways did the aims of the Allies differ at Versailles?
2. Would you agree with the assertion that the Weimar Republic would have collapsed even without the Nazis?
3. How did Lenin and the Bolsheviks come to power in 1917? Do you think that the Bolsheviks seized power in a coup or do you think that the October Revolution was a broadly based social revolution?
4. Explain how Mussolini established a dictatorship in Italy.
5. In a paragraph describe and indicate the significance of five (5) of the following:

Nazi-Soviet Non-Aggression Pact (1939)	Socialism in One Country
Cuban Missile Crisis	Truman Doctrine and Marshall Plan
New Economic Policy	King Victor Emmanuel III
Dawes and Young Plans	April Theses
Alexander Kerensky	Neville Chamberlain
6. Discuss the eight (8) steps by which Hitler turned his position as Chancellor into that of the Fuhrer.
7. Critically analyse the nine (9) steps that led to the Second World War.
8. One of the first events of the Cold War was the Berlin blockade and airlift of 1948-49. Describe what happened.
9. Trace the process of European decolonisation. Why did the nations of Europe give up their colonies? Was their retreat from empire orderly?
10. Why did the Soviet Union collapse?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF HISTORY**

**SECOND SEMESTER EXAMINATIONS-FEBRUARY 2007**

**H 345: HISTORY OF MODERN INDIA: 1947 TO 1985**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. Highlight the circumstances that led to the independence and partition of India in 1947. Could the partition have been avoided?
2. Which were classified as princely states in India? Justify the methods used by the Indian government in the consolidation of the princely states. Cite at least two examples.
3. Discuss the reasons behind the political unrest in West Pakistan from 1947 to 1970.
4. What were the differences in ideology between two wings of Pakistan that compelled East Pakistan to liberate herself after remaining as one country for about twenty three years?
5. Critically examine the role played by the newly formed Indian government in combating the colonial legacy in the area of politics and economy.
6. What motivated Indian leaders to form non-Aligned movement? Assess its success and failure in maintaining its policies.
7. Comment on Prime Minister Mrs. Indira Gandhi's democratic policies in India. Was it necessary for her to enforce emergency rule in a democratic county?
8. What factors have made India and Pakistan to fight over Kashmir? Are there any solution to the Kashmir crisis/
9. How have India's political and economic relations with Zambia since 1947? Assess India's contributions to the African countries through her foreign policies?

**END OF EXAMINATION**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS – FEBRUARY 2007**

**H 412**

**LAND AND LABOUR IN CENTRAL AFRICA: 1900 TO THE PRESENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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- 1./ Critically examine the two sides to the academic debate over the effects of labour migration in Central Africa.
2. / In what ways did colonial agricultural policies contribute to the development of African agriculture and in what ways did they constrain it? (discuss in relation to all the three territories of Central Africa)
3. Would you agree with the assertion that attempts to improve rural livelihoods in Central Africa in the postcolonial era have largely been a failure?
4. / Taking Central Africa as a whole, critically examine how labour was mobilized and controlled.
5. Have postcolonial land policies in Central Africa successfully addressed problems of access to land?
6. / Critically discuss the nature of settler agriculture in Central Africa up to 1953.
7. What has been the nature and significance of postcolonial labour policies in Central Africa?
8. Critically discuss the policies of different mining companies towards the presence of women on the Copperbelt.
9. How valid is Hancock's view that "Nyasaland was poor because of the poverty of her resources"?

**END OF EXAMINATION**



**UNIVERSITY SECOND SEMESTER EXAMINATIONS – FEBRUARY 2007**

**H 435**

**SURVEY OF THE HISTORY OF THE UNITED STATES OF AMERICA**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS**

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1. In what way can the United States of America be considered a product of the Modern Era in Europe?
2. Examine the nature and significance of the American Civil Rights Movement after the Second World War.
3. Why did the United States of America fail to immediately join the First World War and why did it do so later?
4. What were the aims and achievements of the Progressive Movement in America?
5. Critically examine the view that Reconstruction was in effect a 'tragic era'.
6. Discuss the nature of the relationship between Africa and the United States of America from the 1960s to the present.
7. Why did America experience a crisis of confidence in the 1970s?
8. Account for the American revolution of the 18<sup>th</sup> century.
9. Is the world safer with the United States of America as the only super power? (Discuss with specific examples).

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATION – MARCH 2007**

**H442**

**HISTORY OF THE SOVIET UNION: 1945 TO 1991**

**TIME**

**THREE HOURS**

**INSTRUCTIONS:**

**ANSWER THREE QUESTIONS ONLY**

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1. Account for the causes and course of the cold war after WWII. Illustrate your answer with specific examples. What was its significance on world peace?
2. What caused the fall of Nikita Khrushchev from power?
3. What was Stalin's Foreign Policy after WWII? Examine its consequences?
4. In what way did "Détente" fit into the Foreign Policy Strategy of easing cold war tensions? Assess its significance and success.
5. Perestroika and Glasnost were policy frameworks that proved a complete failure. Discuss
6. How did the nationalities question become an important policy tool for Gorbachev? Assess the effectiveness of the policy.
7. The Sino Soviet Dispute was a storm in a tea cup. Discuss.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF HISTORY**

**END OF SEMESTER EXAMINATIONS, FEBRUARY 2007**

**H 932: HISTORY OF SOUTHERN AFRICA SINCE 1880**

**Time:** Three Hours

**Instructions:** Answer any three (3) questions.

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1. Who was John Tengo Jabavu in the history of South Africa?
2. What role did the Second European War (Second World War) play in the development of industries in South Africa?
3. Examine the impact of commercial farming on African Farming Systems.
4. Assess the impact of apartheid policy on African societies in South Africa.
5. "The problems of the Poor Whites were solved but not the problems of the Poor Blacks". Do you agree?
6. How significant was the Truth and Reconciliation Commission in South Africa?
7. Assess the role Zambia played in the decolonization of South Africa.

**END OF EXAMINATION**

# UNIVERSITY OF ZAMBIA

## History Department

### 2006/2007 SECOND SEMESTER EXAMINATIONS

**COURSE:** H972 (Themes in Latin American History)

**TIME:** Three Hours

**INSTRUCTIONS:** Answer Three Questions with at least One question from Each Section.

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#### SECTION A

1. Choose one **ONE** question from the following:-

Assess the failures and successes of the wars of independence in the former Spanish America between 1822 and 1850.

**OR**

The birth independent nations in the former Spanish America were surrounded in violence and anarchy. Do you agree?

**OR**

Account for the emergence of war lordism (*Caudiloism*) in the former Spanish colonies. Give specific examples.

**OR**

Why was it not possible to establish a United States government among the former Spanish colonies in Latin America?

2. In the midst of anarchy prevailing in the former Spanish colonies, why was Brazil able to avoid the same route?

**OR**

Account for the role of the Monarchy in shaping a different political and economic situation for Brazil different from the neighbouring former Spanish colonies.

3. In the post independence period, the new Latin America states received massive investment from the European countries. Discuss the political and economic outcomes in Argentina and Brazil.
4. Highlight the role of the Monarchy in shaping Brazil's economic and political situation between 1822 and 1870.

**OR**

Brazilian economy suffered from periodic shocks (cycles). Discuss why this situation prevailed and what were the solutions

5. Examine the importance of the Monroe Doctrine to the protection of the American Hemisphere from European intervention by the United States of America.
6. Why did the United States of America find it necessary to take over the northern territories of Mexico between 1835 and 1851?

**OR**

6. Analyze the role of the military since 1900 in two selected Latin American countries

### **SECTION B**

7. Compare and contrast the advantages and disadvantages of the export-import economic strategy in Latin America. Pick one country as an example.

8. What was the impact the World Economic depression of 1929 to 1933 on the economies of Latin America? Give a specific example.

9. The import-substitution industrialization strategy had its benefits and disadvantages in the countries which adopted this strategy. Discuss and give specific examples.

10. What were the successes and failures of Populism in Argentina?

**OR**

Account for the success of Peron's Populism in Argentina

11. Picking **EITHER** the presidency of Vargas **OR** Kubitschek, highlight the economic developments in Brazil

12. Why do you feel it is necessary for a Zambian to learn the History of Latin America?

**END OF EXAMINATION**

**XX**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
SECOND SEMESTER FINAL EXAMINATIONS 2006/7  
(INTERNAL STUDENTS)**

**LAL 212  
STUDIES IN NON-BANTU LANGUAGES OF AFRICA**

**TIME: THREE HOURS**

**INSTRUCTIONS**

1. Answer a total of **TEN (10)** questions according to guidelines for each of the three sections.
2. Questions from sections A and B are equally and heavy weighted while those from section C are also equally weighted but light.
3. The exam has four pages. Ensure that you have all the four pages before you begin writing.

**SECTION A**

**You are required to write an essay of not more than three (3) pages in this section.**

**EITHER:**

1. Could there be any common ground at a discussion between a Bantuist and a Non-Bantuist about the linguistics of African languages?

**OR:**

2. Explore the notion of morphological inflection in Non-Bantu languages.

**SECTION B**

**Answer three (3) questions in this section.**

3. Use the following data from the named languages to identify what you think could be some linguistic features of the languages: Do not name the languages.

**DATA FROM LANGUAGE A**

-wi- 'go'

wiid 'to discuss'

Malt 'to put on (hat)

malfit 'to take off (hat)

Woi 'to cry'

woin 'to cause to cry' (woi + in = woin)

Yah 'to go'

yaar 'to cause to cry' (yah+ir = yaar)

#### DATA FROM LANGUAGE B

kanda 'a chief'

akanda 'chiefs'

fe 'an eye'

mafe 'eyes'

saa 'a house'

masaa 'houses'

kul 'a tree'

makul 'trees'

mamal 'water'

magwala 'rain'

mahan 'salt'

efe 'the eye'

kekul 'the tree'

mamalma 'the water'

na 'cow'

sina 'cows'

nale 'the cow'

nasile 'the cows'

ke 'snake'

kele 'the snakes'

sike 'snakes'

kesile 'the snakes'

#### 4. Use the following data to talk about concord in Wolof:

Tables denoting different degrees of distance from the speaker

	NOUN	NOUN + SINGULAR DEMONSTRATIVE		
		I	II	III
1	bai 'father'	bai bi	bai bu	bai ba
2	fas 'horse'	fas vi	fas vu	fas va
3	safara 'fire'	safara si	safara su	safara sa
4	kar 'house'	ker gi	ker gu	ker ga
5	nit 'man'	nit ki	nit ku	nit ka
6	ndei 'mother'	ndei dyi	ndei dyu	ndei dya
7	ndox 'water'	ndox mi	ndox mu	Ndox ma
8	nglao 'wind'	nglao li	nglao lu	nglao la



	NOUN	NOUN + PLURAL DEMONSTRATIVE		
		I	II	III
1	bai 'father'	bai yi	bai yu	bai ya
2	fas 'horse'	fas yi	fas vu	fas ya
3	safara 'fire'	safara yi	safara yu	safara ya

5. The following data are from Kolo a Mande language. They show how definitisation is expressed in the language. Study the table and answer the questions that follow.

GLOSS	INDEFINITE	DEFINITE
Orange	Mbonga	Mbaongangi
Drum	Mbili	Mbilingi
Fire	Ngombu	Ngombui
Pestle	Ngete	Ngetei
GLOSS	INDEFINITE SINGULAR	INDEFINITE PLURAL
fish hook	Ndoi	Ndoinga
Drum	Mbili	Mbilinga
Fire	Ngombu	Ngombua
Pestle	Ngete	ngetea
GLOSS	INDEFINITE SINGULAR	DEFINITE PLURAL
fish hook	Ndoi	ndoii
Drum	Mbili	mbilii
GLOSS	DEFINITE SINGULAR	DEFINITE PLURAL
fish hook	Ndoingi	ndoingii
drum	Mbilingi	mbilingii
Fire	Ngombui	ngombuii
Pestle	Ngetei	ngeteii
GLOSS	INDEFINITE PLURAL	DEFINITE PLURAL
fish hook	Ndoinga	ndoingai
drum	Mbilinga	mbilingai
Pestle	Ngetea	ngeteai
Fire	Ngombua	ngombuai

- (a) Systematically analyse the data.  
 (b) Compare definitisation in Loko language and any Bantu language of your choice.
6. Write brief notes on word order in any Non-Bantu language of your choice; include the word order of other expressions besides the simple sentence; and compare the word of the language you have chosen with any Bantu language.

### SECTION C

**Answer a total of six (6) questions from Section C. You do not need to waste a lot of time on this section since only short responses are required.**

7. What is a literary language? Give a good example from Non-Bantu languages.
8. What does the following vocabulary tell you about some linguistic aspect(s) of this language?  
bo 'foot'  
bo 'black'  
ba 'to hurt'  
bi 'to play'  
be 'to cut'  
ble 'cow'  
hmu 'five'
9. What are the synonyms of consonant alteration and consonant length?
10. Mention any two types of case.
11. Give three types of gender assignment in Paniloic languages. Of what interest are these types of gender assignment?
12. Why are T/K and N/K elements in languages of North Eastern Africa referred to as 'opposition'?
13. Where as Guthrie's classification is essential to Bantu languages, Greenberg's is essential to what?
14. What is the difference between affix suppression and affix replacement?

END

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**SECOND SEMESTER FINAL EXAMINATION**  
**INTERNATIONAL JOURNALISM**

**MC 102**

**16 FEBRUARY 2007**

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**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**SECTION A – COMPULSORY**

**SECTION B – ANSWER ANY FOUR (4) QUESTIONS**

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**SECTION A: ANSWER ALL QUESTIONS (40 MARKS)**

1. Every year on 3<sup>rd</sup> May journalists world over celebrate world press freedom day. For this year's celebrations, MISA-Zambia intends to organise a symposium at which students from all institutions offering journalism or mass communication would be selected to present papers on the subject of press freedom. The Department of Mass Communication here at UNZA has picked you to present a paper on the subject of press freedom. Explain the content of your paper regarding the subject. (10 marks)
2. Today in Zambia, there is so much debate on the issue of foreign direct investment into the country and this is largely as a result of government policy of liberalisation and privatisation which started some years back. The media industry has also witnessed an increase in the number of both print and electronic media outlets especially those that are privately owned and controlled. You have been invited to be part of a group of young intellectuals to debate the topic of media concentration. Your task is to argue against the motion. (10 marks)
3. Explain the flaws levelled against the agenda-setting theory (3 marks)
4. Write brief explanatory notes on the origins of the gate keeping theory (2 marks)

5. Explain the factors that have gave rise to multinational media giants and explain how these organisations grow? (5 marks)
6. What key lessons did you learn from the documentary “Out foxed”? (5 marks)
7. Discuss the notion that a political ideology of a particular society can influence the way the media operate? (5 marks)

**SECTION B – ANSWER ANY FOUR (4) QUESTIONS (60 MARKS)**

8. Evaluate the usefulness of the agenda-setting theory? (15 marks)
9. Critically analysis the four theories of the press? (15 marks)
10. Discuss the theory of gate keeping from the perspective of Walter Gieber? (15 marks)
11. Do multinational corporations have any advantages? Argue your case from the media’s point of view? (15 marks)
12. Do you agree or disagree with the assertion made by Bernard Cohen regarding media influence? Justify your answer? (15 marks)

**END OF EXAM**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2006/2007 SECOND SEMESTER FINAL  
EXAMINATIONS  
COURSE: MC 135-MEDIA LAW  
DURATION: THREE HOURS**

**SECTION A: ANSWER ALL QUESTION FROM THIS  
SECTION.FIVE POINTS EACH**

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**SECTION A**

1. Give two definitions of law. [5]
2. Democracy cannot exist without the freedom of expressions assembly and association, why? [5]
- 3.What is defamation? [5]
- 4.What does 'Ratio Decidend' mean? [5]
- 5.Mention five crimes and define them. [5]
- 6.What particular detail should a reporter pay attention to when reporting on a Juvenile case? [5]
- 7.What are the powers of Minister of Information and Broadcasting Services under the Theatres and Cinematography Exhibition Act? [5]
8. Is Libel and Slander the same thing? Explain [5]

**SECTION B: ANSWER ONLY THREE QUESTIONS IN THIS SECTION (20 POINTS EACH)**

1. Discuss the Judicial Systems in Zambia [20]
2. Discuss the two divisions of law; include three of any of the sub divisions. [20]
3. There are many laws affecting the Media industry in Zambia. Site three of these laws in form of an essay. [20]
4. There are many definitions of press freedom. Give three definitions in form of an essay and include limitations of press freedom. [20]
5. Discuss stages of the Bill in parliament before it becomes law [20]

**GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**SECOND SEMESTER FINAL EXAMINATION**  
**BASIC REPORTING**

**MC 202**

**22 FEBRUARY 2007**

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**TIME: THREE (3) HOURS**

**INSTRUCTIONS:**

**SECTION A – COMPULSORY**

**SECTION B – ANSWER ANY THREE (3) QUESTIONS BUT QUESTION 12 IS MANDATORY**

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**SECTION A: ANSWER ALL QUESTIONS (40 MARKS)**

1. What sort of information would you want your audience to know if you had an opportunity to interview a celebrity for a personal interview. Justify your answer? (3 marks)
2. Write brief notes on “records” as sources of news for local government stories? (2 marks)
3. Why is news about business and economics everybody’s personal business? (3 marks)
4. Critically analyse the adversarial type of interviews? (5 marks)
5. Evaluate the different types of budgets? (5 marks)
6. Discuss the aspect of questioning for interviews? (5 marks)
7. Explain the three types of broadcast interviews? (3 marks)
8. What are the characteristics of a good business and economics reporter? (2 marks)
9. Outline how a budget is made and what should be the role of a reporter? (5 marks)
10. Write brief explanatory notes regarding the sources for business and economics stories (5 marks)
11. How can you effectively cover the local government stories? (2 marks)

**SECTION B: ANSWER ANY THREE QUESTIONS BUT QUESTION 12 IS MANDATORY (60 MARKS)**

12. On Friday 9th February 2007, Hon Ngandu Magande MP, Minister of Finance and National Planning delivered the National Budget Speech to the National Assembly and below is an excerpt of the address. Carefully read the speech and then answer the questions below it. (Courtesy of Zambian Parliament Website: [www.parliament.gov.zm](http://www.parliament.gov.zm))

**AN EXCERPT FROM THE BUDGET ADDRESS BY THE HON. NG'ANDU P. MAGANDE, MP MINISTER OF FINANCE AND NATIONAL PLANNING DELIVERED TO THE NATIONAL ASSEMBLY ON FRIDAY, 9TH FEBRUARY 2007**

Mr. Speaker, I beg to move that the House do now resolve into Committee of Supply on the Estimates of Revenue and Expenditure for the year 1st January 2007 to 31st December 2007, presented to the National Assembly in February 2007.

**PART IV  
THE 2007 BUDGET**

Mr. Speaker, the Government proposes a budget of K12,042.4 billion or 26.6 percent of the GDP projected at K45,282 billion in 2007. Of this budget, K8,668.1 billion or 72 percent will be financed by domestic resources while the balance of K3,374 billion or 28 percent will be from external sources.

**SOCIAL SECTOR**

Sir, in line with the theme of this budget, the Government proposes to spend K3,552.6 billion or 36 percent of the budget in the social sector. Of these resources, 41.7 percent is for education, 29.8 percent for health, 18.1 percent for housing and community amenities while the remainder is for culture, social protection and recreation.

**EDUCATION**

Mr. Speaker, the Government has allocated K1,808.4 billion or 15 percent of the budget to this function. The key programs to be implemented include recruitment of an additional 4,000 teachers, rehabilitation and construction of basic schools and rural teachers' housing as well as purchase of school requisites. Sir, in addition, K187.2 billion or 10.4 percent of the allocation has been provided for early childhood development and basic education, K62.5 billion for high schools, K292.6 billion for tertiary education out of which K130.9 billion is for technical and skills training.

**HEALTH**

Mr. Speaker, the Government proposes to allocate K1,294 billion or 10.8 percent of the budget in the health sector. Of this amount, K1,036.8 billion is for public health services whose key programs include primary health care, secondary health care, community health care and HIV/AIDS including prevention of mother-to-child transmission. In



addition, the Government will recruit an additional 1,900 front line medical personnel to help reduce the shortage of health workers and enhance service delivery.

### **HOUSING AND COMMUNITY**

#### **AMENITIES**

115. Sir, the Government has allocated K787.4 billion or 6.5 percent of the budget to the housing and community amenities sector. Out of this, K334.1 billion is earmarked for water supply and sanitation programs, which will include provision of boreholes, water wells in rural, urban and peri-urban areas. In addition, K23.1 billion has been allocated for housing development while K15.3 billion has been allocated to community development.

#### **SOCIAL PROTECTION**

Mr. Speaker, the Government proposes to spend K343.5 billion or 2.9 percent of the budget on social protection. This includes K266 billion for grant payments to the pension fund and for dismantling of pension arrears. The remainder has been directed to other social programs such as the Public Welfare Assistance Scheme (PWAS), street children activities and youth development programs.

#### **PUBLIC ORDER AND SAFETY**

Mr. Speaker, the Government proposes to spend K451.9 billion or 3.8 percent of the budget toward Public Order and Safety. Of this amount, K344.2 billion or 71 percent has been provided for police services. Sir, it is the intention of this Government to improve the accommodation for the police service and as such, K30 billion has been set aside for this purpose. Other allocations include K58.5 billion for prisons, K45.9 billion for immigration, passport and registration. Government proposes to adjust the PAYE regime to provide for the minimum tax exempt income of K500,000 per month from the current K320,000 per month. This is an increase of 56 percent. In addition, the Government proposes to reduce the top PAYE tax rate from 37.5 percent to 35 percent while the lower positive rate has been reduced from 30 percent to 25 percent. The following shall be the proposed PAYE regime:

#### **Existing System Income Bands Rate%**

0 - K320,000 per month 0 K320,001 – K1,142,000 per month 30 K1,142,001 – K5,706,000 per month 3 Above K5,706,000 per month 37.5

#### **Proposed System Income Bands Rate %**

0 - K500,000 per month 0 K500,001 – K1,200,000 per month 25 K1,200,001 – K5,200,000 per month 30. Above K5,200,000 per month 35. Sir, the above adjustment will give more disposable or take home income to the workers.

(a) Define the budget? (2 marks)

(b) Write two good news stories, one for the *Lusaka Star* Newspaper and the other one for UNZA Radio (18 marks)

13. Imagine you are a reporter with the *Lusaka Star* Newspaper and you have been given an opportunity to interview some officials at the Lusaka City Council regarding the various services offered by the council. Bear in mind that a number of people in Lusaka are not satisfied with the services offered by the council. Now answer the following questions

- (a) Why do you think it may not be appropriate to always target the mayor as a source of news for local government? (5 marks)
- (b) What are some of the questions that you would ask the local authorities concerning sanitation, traffic and water? (15 marks)

14. Interviewing is an important skill that journalists need to develop to enable them get valuable information from their sources. There are different types of interviews but broadly speaking broadcast interviews require a slightly different approach to print interviews. Envision that you are doing your internship/industrial attachment at one of the reputable broadcast stations in Zambia. Your supervisor has requested you to prepare a talk on interviewing principles to be delivered to other trainees who never did the same topic at their institutions of learning. Now attempt answering the following questions.

- (a) Differentiate between print and broadcast interviews? (3 marks)
- (b) With practical examples discuss the 12 different types of broadcast interviews and their functions? (17 marks)

15. What critical issues do you have to observe when preparing questions for an interview? (20 marks)

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS  
MC 222: MEDIA & SOCIETY**

**TIME: THREE HOURS**

**INSTRUCTIONS:** There are two sections in this paper. Answer only 12 questions in section A and Four only, in section B.

**Section A:** Answer 12 questions only in this section. Each question carries Five marks

1. Explain why policy is referred to as a social contract.
2. Why is it difficult to prove the role the media play in the socialisation of a child?
3. Why is violence said to be a means of access to mass media?
4. What is meant by media logic?
5. The media seem increasingly set to 'set the agenda' of society. How do they do this?
6. With the increase in political campaigns, the electorate have become more vulnerable and easily change from supporting one particular candidate to another. Discuss.
7. Following the television screening of the hanging of Saddam Hussein, a number of children have hanged themselves to death. What would you attribute this to?
8. Give examples of situations, which would lead to reduced media diversity in a nation.
9. The media should avoid portraying women in a degrading manner. Why?
10. Some countries have put in place subsidy systems to promote media diversity. How do these systems work?
11. What is 'pack' journalism?
12. Nearly everywhere in the world, the media operate within the frameworks of normative expectation. Discuss.
13. Explain the differences between 'trap' and 'scrambler' in Cable television.
14. Explain what Microwave is, in broadcasting.

**Section B: Attempt only Four questions in this section. Each question carries Ten marks.**

15. International media do affect national cultural integrity. As a policy maker, how would you protect the Zambian cultural identity?

16. The first amendment to the US constitution states: "Congress shall make no law... abridging the freedom of speech or of the press." Press freedom is thus, an absolute right in the United States of America. Would you say that this right is practised absolutely by media practitioners in the United States of America?

17. Compare and contrast press freedom in the Second Republic with the press freedom in the Third Republic of Zambia.

18. Discuss the assertion that a responsible press should serve as a 'forum' for the exchange of comment and criticism as well as being 'common carriers' of public expression.

19. Television news creates what is called 'black solidarity' that transcends community boundaries. Discuss.

**End of examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS  
MC 225: INTRODUCTION TO TELEVISION PRODUCTION I**

**TIME: THREE HOURS**

**INSTRUCTIONS:** There are three sections in this paper. Answer all questions in section A, only 12 in section B, and attempt both questions in section C.

**Section A.** Answer all questions in this section. Each question carries Two marks

1. Explain what happens to closure, when natural cut off lines of a human being coincide with either the upper or lower edge of the screen.
2. What is a cover shot?
3. Why is the voice of a field reporter recorded at the same time as natural sounds in the environment?
4. Give only two basic functions of a television switcher.
5. What is meant by Polar pattern in sound recording?
6. Explain briefly how a RF mic works.
7. What floor manager's cue would you give to:
  - a. Ask your talent to slow down in pace, to cover the remaining extra time?
  - b. Indicate to your talent that there are only 30seconds remaining?
8. Why is the sequence of 1, 2, 3, cut, 1, 2, 3, cut, important in video editing?
9. What is a 'take' in video production?
10. What is the role of an art director in television production?

**Section B** Answer 12 questions only in this section. Each question carries Five marks

11. Explain the process one must use to get a good chroma key effect. Explain too, the uses of chroma key.
12. Explain how a camera-generated frame can be used in digital video effects.

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER EXAMINATIONS: FEBRUARY, 2007**

**MC 402: INVESTIGATIVE REPORTING**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS: ANSWER ALL QUESTIONS IN SECTION ONE, AND FOUR QUESTIONS ONLY FROM SECTION TWO.**

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**SECTION ONE**

**ANSWER ALL QUESTIONS IN THIS SECTION: 2 MARKS EACH**

1. Briefly discuss the factors affecting story feasibility.
2. Write a paragraph on each of the following:  
(a) Pace; (b) priority; (c) particularity; (d) re-thematisation.
3. Is it possible to be objective in investigative reporting? Explain briefly.
4. Although an expose' may be relevant to public policy, its potential to effect change is limited. What factors account for this limitation?
5. In investigative reporting we distinguish between reporters who are "Activist Reformers" and those who are "Information Messengers." Briefly describe each in terms of their professional conduct and motivation.
6. Before beginning a probe, it is important for the reporter to **conceptualise** the story. What is involved in story conceptualisation?
7. How would you categorise the following official reactions to a story:  
(a) The City Council passes a new by-law;  
(b) The Government plans to institute inquiries;  
(c) Universal Church pastors are deported;  
(d) A new Ministry For the Disabled is formed.
8. How would you deal with a situation where a source you wish to interview insists that you send an advance questionnaire?
9. What do you understand by:  
(a) Trespass; (b) Impersonation; (c) Blackmail; (d) Invasion of privacy.
10. What is "conflict of interest"?

## **SECTION TWO**

**ANSWER FOUR QUESTIONS ONLY FROM THIS SECTION: 20 MARKS EACH**

11. Discuss the special characteristics of investigative reporting that set it apart from other reporting genres.
12. “Investigative Journalism promotes good governance.” Discuss, with reference to Zambia and one “western” country.
13. Describe the **tools** of investigation and how they are used by an investigative reporter. Use examples to illustrate where possible.
14. The relationship between investigative reporters and public officials may best be summed up as a “unity and struggle of opposites.” Analyse this statement.
15. Imagine that you have been invited to give a lecture to a journalism class at the Evelyn Hone College in Lusaka. A student asks you to offer advice on interviewing. Briefly discuss TEN (10) tips you would give them regarding the process, from preparation to the actual interview.
16. Describe the various stages and decisions involved in the actual writing of an investigative story after fact-gathering.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**  
**2006/2007 SECOND SEMESTER EXAMINATION**  
**NEWS AGENCY REPORTING**

**MC422**

**FEBRUARY 2007**

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**TIME 3 HRS**

**INSTRUCTIONS:**

**SECTION A – ANSWER ALL QUESTIONS**

**SECTION B – ANSWER ANY FOUR QUESTIONS**

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**SECTION A – COMPULSORY (60 MARKS)**

You are a reporter for the Lusaka Star News Agency (LSNA) living within the University of Zambia grounds. A majority of the students have suddenly been taken ill and the mysterious illness is eventually attributed to the water problem at UNZA. File in the story as it breaks using the **FLASH, SNAP AND TOP PRIORITY** formats. Your story should be based on factual events that transpired at UNZA in the recent past.

**SECTION B (40 MARKS)**

1.    a) What is a News Agency? **(2 marks)**  
      b) According to Paul Fauvèr in *Reporting Africa* “**datelines should be as honest as possible**”. Explain. **(4 marks)**  
      c) What is syndication and how does it work? **(4 marks)**
2. Discuss the criteria used for news judgment in News Agency reporting. **(10 marks)**
3. Give a brief historic account of the origins of News Agency reporting. **(10 marks)**
4. Discuss what is required for a successful News Agency and what handicaps News Agencies in developing countries face today. **(10 marks)**
5. Discuss the concept of credibility in relation to National News Agencies. **(10 Marks)**

**END OF EXAM**



**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006-2007 SECOND SEMESTER EXAMINATIONS**

**MC 902: ADVERTISING PRACTICE**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTION: ANSWER ALL QUESTIONS IN SECTION ONE, THE QUESTION IN SECTION TWO, AND THREE QUESTIONS ONLY FROM SECTION THREE.**

**SECTION ONE**

**ANSWER ALL QUESTIONS IN THIS SECTION: 2 MARKS EACH**

1. Why is the Headline considered the most important element in a print ad?
2. Most people use radio as a background medium. Is this an advantage or a drawback to advertising? Explain.
3. What advantages do photographs offer as advert illustrations? When might you prefer to use drawings instead?
4. In print advertising, what is meant by (a) Art; and (b) White Space?
5. Answer the following as either "TRUE" or "FALSE":
  - (a) "Schlok" is another name for the comic strip format;
  - (b) Attention is the foundation block of a copy pyramid;
  - (c) Developing a humorous ad is easy because everyone enjoys a good laugh;
  - (d) In headline writing, you call a prospect by name when you use his/her surname.
6. Explain the role of a copy platform in the formulation of an ad.
7. Which of the following would make the most effective headline, and why?
  - (a) Ringo's Cornflakes is the best cereal in Zambia;
  - (b) Ringo's Cornflakes is quite simply super;
  - (c) Ringo's Cornflakes has all the nutrients you need to start your day;
  - (d) Ringo's Cornflakes: Made in Zambia by Zambians.

8. Write a sentence or a short paragraph on each of the following:  
(a) Omnibus; (b) Rebus; (c) Thumbnail; (d) Institutional copy.
9. What do you understand by the “creative mix”?
10. What are the basic tools used in radio advertising?

## **SECTION TWO**

**THE QUESTION IN THIS SECTION IS COMPULSORY: 20 MARKS**

11. Presented below are two copy ideas. Choose only one (either a or b) and develop an ad as instructed at the end of each.
  - (a) The “Samsung Music Mobile” is a car stereo that has a radio and plays both audio cassettes and CDs. You can remove it from the car; add a battery pack and headphones, and use it as a portable stereo player. That way, you have no stereo left in the car where it can be stolen. And it converts from one use to another in just four seconds.

**Your Assignment:** Pick a format of your choice and create a print ad to run in *The Post* newspaper. Include all the usual elements of a print ad (headline, copy, illustration, etc.).

- (b) “Maizena Plus” is a new energy bar to be marketed to college and university students. It contains the nutrients individuals need when they have no time for a full meal: Students rushing to classes in the morning may miss breakfast; others may have a class that runs through lunch hour.

**Your Assignment:** Using a format of your choice, develop a print ad to run in *The Post* newspaper. Include all the usual elements of a print ad (headline, copy, illustration, etc.).

**PLEASE TURN OVER!**

### **SECTION THREE**

**ANSWER THREE QUESTIONS ONLY FROM THIS SECTION: 20 MARKS EACH**

12. Describe the various copy styles used in print media advertising.
13. Discuss ten (10) appeals used in advertising.
14. Is advertising nothing but business propaganda? Discuss, with reference to the propaganda devices.
15. Describe the process of message development. Be specific in terms of the steps that should be taken.
16. Describe the process of an advertising campaign.

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

## **UNIVERSITY SECOND SEMESTER EXAMINATIONS 2007**

### **MC 912: PUBLIC RELATIONS PRACTICE**

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER THE QUESTION IN **SECTION A**, AND THEN ANY THREE FROM **SECTION B**.

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#### **SECTION A**

1. Extensive information campaigns are being mounted throughout the world to inform people about the dangers of Acquired Immune Deficiency Syndrome (AIDS). Information specialists must utilise a variety of communication strategies and tactics to create public awareness and cause changes in individual behaviour patterns.

At the same time, the communication process is very complex because a number of variables must be considered. Using what you know about University of Zambia students and university life as a guide, how would you apply the various communication concepts and theories to the task of informing them about AIDS?  
(40)

#### **SECTION B**

2. Non-profit organisations are motivated by service, charity and education. Why are public relations important to them, and how does public relations practice in these organisations differ from that practiced in profit making ones? (20)
3. Why do public relations staff and firms need to know the legal aspects of creating and distributing messages? (20)
4. The work of public relations professionals in government is scrutinised more than that of their counterparts in business. Do you think attacks on government information officers are justified? Why or why not? (20)
5. Corporate or institutional advertising differs in purpose from ordinary advertising. Explain this difference and then describe the difference between a news release and a fact sheet. (20)

**END OF EXAM**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**SECOND SEMESTER FINAL EXAMINATIONS – 2007**

**MC 922 – PHOTOJOURNALISM**

**TIME: THREE HOURS**

**SECTION A:-** answer all questions in this section. Each question carries five marks

1. Briefly state and explain the different types of news pictures. Give examples where necessary.
2. Briefly explain the following terms:
  - a. Presence
  - b. Instinct
  - c. Anticipation
3. Briefly explain the criteria used in:-
  - a. Picture selection
  - b. Picture editing
4. What do you understand by an action picture?
5. Why is a caption necessary for a news picture?
6. You have a picture cropped to the following dimensions; 7 cm x 10 cm. If this picture is to be reproduced 10 cm wide, what will be its depth?
7. What developments led to the growth of photojournalism?
8. Briefly explain the kind of picture you would consider to be
  - a. Obscene
  - c. Infringing copyright
9. Many times you may be assigned to cover a dull event. What would you do to make your pictures interesting?
10. What kinds of situations permit you as a photojournalist to freely take pictures ?

**SECTION B.** Answer any five of the questions in this section. Each question carries ~~twenty~~ <sup>TEN</sup> (20) marks

11. Kobre describes Photojournalism as an internal barometer which guides behaviour and ultimately maintains social order. He also gives three (3) principles that govern ethical decision making. Explain each of these principles.
12. What do you understand by good taste in Photojournalism?
13. In what circumstances would you successfully take and publish a paused picture without going against ethical demands? Give examples where possible
14. What effects would you be looking for when using the following lenses:-
  - a. Telephoto

- b. Wide angle
- c. Zoom

15. It is usually said a photograph does not lie (outside of manipulation) What then constitutes libel in Photojournalism?
16. In the early stages of photojournalism a lot of problems were encountered by the practitioners. What were these problems and how did they hinder the development of Photojournalism as we know it today?
17. In 1994 during the Sudan famine a photojournalist Kevin Carter took an award winning picture which shook the world. This was the picture of a vulture waiting for a child to die before eating it. Faced with a similar situation, what would you do considering your personal feelings as a private and your professional demands? Give examples.

ENDS



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006/2007 ACADEMIC YEAR FINAL EXAMINATIONS**

**TIME: THREE HOURS**

**PA 125: INTRODUCTION TO PUBLIC ADMINISTRATION**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM THE FOLLOWING, PAYING ATTENTION TO GOOD GRAMMAR AND APPROPRIATE ILLUSTRATIONS.**

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1. Clearly explain the factors that make state administration "public" and illustrate your answer by contrasting two institutions- one public and the other private.
2. Why is Max Weber's conception of bureaucracy termed as ideal-type? Which features did he suggest that modern bureaucracies appear to fail to do without?
3. If you were to recruit personnel and allocate to them functions in your organization, how would you treat Specialists and Generalists?
4. Give reasons why an astute administrative reformer should take account of (i) The Chain of Command (ii) Unity of Command and (iii) the Span of Control in a modern social organization.
5. Draw the hierarchical structure of the Traditional Authority you are familiar with and explain how important it is in assisting the Central Authority in rural administration.
6. A very small man takes up a position in a public office and issues out commands to a very large group comprising huge individuals. Why do you think the commands are obeyed?

**\*\*\*\*\* END OF EXAMINATION \*\*\*\*\***



**THE UNIVERSITY OF ZAMBIA**  
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**2006/2007 ACADEMIC YEAR FINAL EXAMINATIONS**  
**SECOND SEMESTER EXAMINATIONS**

**PA 201: NATIONAL GOVERNMENT AND ADMINISTRATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS FROM  
THE FOLLOWING, PAYING ATTENTION  
TO GOOD GRAMMAR AND APPROPRIATE  
ILLUSTRATIONS**

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1. Decision-making is considered to be one of the most important aspects of governance in any country. Using the systems paradigm, illustrate how this occurs in the real life situation.
2. Identify institutions, principles and practices that prevent the emergence of state tyranny against its people.
3. Why does Legal- Rational Authority often override Charismatic Authority in state administration?
4. Which institution is the Fulcrum of Central Administration in Zambia? Provide a detailed account of how it works to co-ordinate political and administrative functions in the country.
5. Account for the reasons that influenced the UNIP Government to expand the size of the bureaucracy between 1964 and 1974.
6. Describe situations that give rise to the crisis of legitimacy and hence the state's dependence on the use of the coercive apparatus in the process of governance.

**\*\*\*\*\* END OF EXAMINATION \*\*\*\*\***



# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **SECOND SEMESTER-2006/2007 ACADEMIC YEAR FINAL EXAMINATIONS**

**PA 202 :      COMPARATIVE ADMINISTRATION**

**TIME:          THREE HOURS**

**INSTRUCTIONS: ANSWER THREE QUESTIONS. PAY ATTENTION TO CORRECT GRAMMAR AND CONCRETE EXAMPLES.**

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- (1) Write readable notes on the role of (i) The Leadership Code, (ii) The Ministerial and Parliamentary Code of Conduct, (iii) The Judiciary, (iv) the Office of The Ombudsman, and The Anticorruption Commission in the fight against administrative fraud.
- (2) Contrast between structural administrative reform and planned change to the bureaucracy through education and training. Which of the two approaches do you think is more critical than the other in relation to administrative behavioral change?
- (3) Compare and contrast administration in the 2<sup>nd</sup> and 3<sup>rd</sup> Republics in Zambia. Highlight constraints to efficiency and capacity identified with the bureaucracy in the 2<sup>nd</sup> Republic and the reform measures put in place by the Chiluba Government in the 3<sup>rd</sup> Republic.
- (4) What would you say are the merits and demerits of unitary and federal forms of administration? Was Zambia right to have opted for the unitary fashion? ✓
- (5) Defend the observation that state administration in High Density areas tends to have more disadvantages than administration in Low Density Areas in the urban sector.
- (6) What facets of Traditional Administration would you want to address to bring it in line with the modern state bureaucracy?

**\*\*\* END OF EXAMINATION \*\*\***

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS

PA 322: COMPARATIVE LOCAL GOVERNMENT ADMINISTRATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY. SECTION A IS COMPULSORY. ANSWER ANY OTHER TWO FROM SECTION B.

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SECTION A.

1. The enactment of the Local Government Act of 1991 was generally perceived as a progressive step towards the creation of an efficient, effective, and democratic local government system in Zambia. Critically assess the key achievements and failures of this Act with regard to the performance of the local Councils.

SECTION B.

2. Outline the main features of the three 'pure' forms of city government in the United States of America. Which one of these forms do you think has greater potential to promote democratic decision-making at the local level? Give reasons for your answer.
3. Some local government theorists and practitioners claim that the local government/decentralization reforms instituted by Museveni's government in Uganda constitute a model worth being emulated by other African countries in order to guarantee local government systems that are democratic and capable of delivering services. Critically assess this perception.
4. Write brief notes on the following:
  - The Prefect's powers of *prior approval* (before the 1982 French local government reforms);
  - The Prefect's powers of *substitution* (before the 1982 French local government reforms);
  - The *Strong* versus *Weak* Mayor Plans of City government in the USA;
  - Uganda's *Movementocracy* versus *Democratic* local government; and
  - The role of *Special Districts* in the American local government system.
5. Outline the main features of the French local government system and explain what is meant by the '*Integrated Prefectoral system*' clearly indicating its merits and demerits.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 325: ORGANIZATIONAL BEHAVIOUR AND MANAGEMENT**

**INSTRUCTIONS: ANSWER QUESTION 1 IN SECTION A AND ANY  
TWO QUESTIONS IN SECTION B**

**TIME : 3 HOURS.**

.....  
**SECTION A (COMPULSORY)**

1. A company involved in food processing has recently began to experience a reduction in the productivity of its employees. The management is worried because if the problem persists, the company's profitability will significantly go down. The Human Resource Development Manager has diagnosed the problem as being mainly due to lack of training. He has therefore, obtained permission from the company's management to build a training center where all company employees can go and receive classroom instruction in new skills and knowledge. Using your knowledge of the various organizational learning approaches, critically evaluate the extent to which this kind of training is an effective learning strategy.

**SECTION B**

2. Critically analyse the degree to which Role culture and Task culture affects and influences the behaviour and performance of people in organizations.
3. a) To what extent is locus of control related to workplace behaviour and performance?  
b) According to Herzberg's Motivation-Hygiene Theory job satisfaction is not the direct opposite of job dissatisfaction. Why?
4. The Romance perspective on leadership takes the view that there are several perceptual errors which cause people to exaggerate the importance of leadership in explaining organizational events and activities. These are attributing leadership, stereotyping leadership and need for situational control. Discuss.

5. Dorothy works for a computer software company preparing software programmes. One day she overheard her male co-workers boasting about the good pay they were receiving for such routine work. When she asked them what they meant, Dorothy was shocked to learn that every month-end, her male colleagues were paid One Million Kwacha more than she was. When she complained, company management denied paying Dorothy less but payslips provided by some other male co-workers, clearly showed otherwise. Dorothy, the only woman in the group therefore, received lower pay than her male counterparts, despite the fact that they performed similar work and had similar qualifications.

Study the above passage and using your knowledge of Equity Theory of Motivation, explain the feelings and emotions of Dorothy arising out of this situation and show how she can possibly remedy it.

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 342: INDUSTRIAL RELATIONS**

**TIME: THREE HOURS**

**INSTRUCTION: ANSWER ANY THREE QUESTIONS**

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1. Discuss the view that "Zambia's labour policy has been characterised by Cooptation and Conflict between 1974 and 1991."
2. In your view, is a unified labour movement possible in Zambia today? In your answer, take into account the conflicts and cleavages within the labour movement during the 1992- 1998 period.
3. Discuss the efficacy of Robert Michel's Theory in explaining the behaviour of trade union leadership in Zambia.
4. Write brief but reasonable notes on the following:
  - a) Lock out
  - b) Conciliation
  - c) Joint Council
5. Critically discuss the view that "Trade Unions should not participate in Politics."

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA 412: ISSUES IN DEVELOPMENT ADMINISTRATION**

**INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY.**

**TIME: THREE HOURS.**

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1. Discuss policy tools available for Managing Development? Use tangible and relevant examples to explain your answer.
2. Discuss the concept of Human Development? Cite practical examples to explain your answer.
3. What are the relationships between Health and Education on the one hand, to productivity and incomes on the other?
4. Outline and comment on some of the arguments against the idea that population growth is a serious problem in developing nations?
5. What is the role of labor in the Development process? Illustrate your answer using examples.
6. Discuss the characteristics of Developing-Country Education? Explain your answer by using Zambia as an example.

**End of Examination**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**PA442: PROJECT EVALUATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS**

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1.
  - a) In project monitoring, in spite of the emphasis on outcomes, implementation monitoring is still important. Distinguish between implementation monitoring and outcome monitoring
  - b) Both outcome monitoring and outcome evaluation are aimed at the systematic collection and analysis of information to track changes from baseline conditions to the desired outcome and to understand why change is or is not taking place. Discuss how outcome monitoring differs from outcome evaluation
2. As Programme Manager, an important part of your function in M&E is to select the right monitoring tools and approaches for each project and ensuring that monitoring contains an appropriate balance between the three monitoring mechanisms namely; reporting/analysis, validation and participation.
  - a) Outline the elements that are specific to each of the three monitoring mechanisms
  - b) For each of the following monitoring tools below, discuss the aspects of Timing, Purpose and Focus:
    - i) Field Visits
    - ii) Annual Project Report
    - iii) Outcome Groups
3. You are the Programme Manager in an education project, whose objective is to improve the literacy levels of senior members of a rural community. The interventions in the project include; the provision of adult education teachers, payment of the teachers' salaries, development of curriculum, and renovations to the classroom block.
  - a) Within the framework of "The Results Chain Model", demonstrate with illustrations what the Inputs, Outputs, Outcomes and Impacts of this intervention would be

- b) What type of baseline data would you collect for this intervention in order to ensure effective outcome monitoring
4. a) Discuss, with illustrations, the linkages between performance measurement, rating and indicators, as elements of performance assessment
- b) Discuss the key elements of the Common Rating System as they relate to:
- i) Outcomes
  - ii) Outputs
5. As Programme Manager, you are planning for monitoring and evaluation of a five-year water and sanitation project in Mumbwa.
- a) When planning for monitoring, outline the four steps you would consider in this process
- b) When planning outcome evaluation, outline and briefly discuss the six criteria for selecting which outcomes to evaluate
6. Within the context of monitoring and evaluation, discuss the significance of baseline data

**End of Examination**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES  
2006 ACADEMIC YEAR, SECOND SEMESTER  
FINAL EXAMINATION**

**PA 952: PUBLIC ENTERPRISE MANAGEMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS OUT OF THE SEVEN**

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1. Compare and contrast the following:
  - a) Departmental Undertaking and Public Corporation
  - b) Government Company and Holding Company
2. Discuss the evolution of public enterprises in Zambia?
3. Critically discuss the concepts of delegation of authority, accountability and control in public enterprises?
4. What are the problems confronting public enterprises in most developing countries, including Zambia?
5. In what ways can managers in public enterprises influence or conflict with government policy? In addition, in what ways can managers of public enterprises become successful in managing their organizations?
6. The 1980s and 1990s saw a number of reforms being undertaken in the public enterprise sector. In view of this, discuss the reforms that have taken place in the public enterprise sector all over the world (Zambia inclusive) and the ideological reasoning behind these reforms?
7. What are the organisational factors affecting public enterprises' ability to Act Innovatively, Manage Human Resources and Increase Productivity?

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PA955 – STRATEGIC MANAGEMENT**

**TIME:** **THREE (3) HOURS** **CLOSED BOOK**

**INSTRUCTIONS:** **ANSWER SECTION A AND TWO QUESTIONS FROM SECTION B**

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**SECTION A (30 MARKS)**

Read the Shiseido case study very carefully, and then proceed to answer all the six (6) questions on this section.

**SHISEIDO: RETHINKING THE FUTURE! (CASE STUDY)**

Every organization must decide its orientation toward growth. Companies that do business in growing or rather expanding industries must themselves grow in order to survive.

'We need to rethink what a human is,' observes Seigo Matsouka, a consultant and conference leader, as he begins a four-day conference for 30 Shiseido divisional managers. Shiseido is Japan's largest cosmetics company. Yet its managers and the managers at many other Japanese companies worry that Japan's hierarchical business structure and its emphasis on consensus-based decision making will not serve their companies well in the future. Although Japanese companies have done well at improving existing products, they have not done as well at developing new products and markets. Thus, they need to stimulate their managers to think creativity, something they have not previously expected from their managers.

Why are successful Japanese companies suddenly so concerned? Consider Norika Shida, a 21-year-old student who is shopping at an upmarket retail store in a chic Tokyo shopping district. As Norika examines a tube of Shiseido expensive lipstick, she turns up her nose at the price. "I find good colours at places like this," she sniffs. 'Then I go and buy the same product at a discount store.' Welcome to the new Japan. Even in a country known for its loyal, demanding customers, Japanese managers are learning that consumers have minds of their own. Changing consumer behavior will require new marketing approaches.

Shiseido was the first firm to introduce western-style toothpaste to Japan – in 1888! It also opened Japan's first soda fountain in 1902. However, Shiseido developed its competitive advantage in the 1920s. During this period of high inflation, Shiseido worked out a unique arrangement with retailers. The retailers agreed to sell only Shiseido cosmetics in exchange for a commitment that Shiseido would buy back any unsold cosmetics. With this understanding, Shiseido became manufacturer and wholesaler, and developed a network of 25,000 Japanese retailers that sold its products exclusively. These shops represent about 50 per cent of all cosmetics and pharmaceutical outlets in Japan. The system allowed Shiseido to control distribution and develop a pricey image. Shiseido took this distribution channel and its high prices to annual sales of over 500 billion yen by 1990.

In April in 1991 partly in response to international trade pressure, Japan lifted its retail price controls on cosmetics, drugs and other small products priced under about £7. In other product markets, such deregulation had increased distribution costs and allowed foreign companies to challenge Japanese firms in their home market. However, Shiseido had already learned to contend with foreign competition. Western cosmetics companies, such as Clinique Laboratories, had earlier gained a 7 per cent share of the Japanese market by selling through leading department stores that traditional Japanese cosmetics firms avoided. Shiseido countered this threat by developing 'CL Shops' – cosmetic counseling centres, where employees provided more detailed advice to customers in fashionably redesigned retail settings.

Deregulation had also caused dramatic price cuts and fostered the rise of discount stores in other product markets. In cosmetics, entrepreneurs like Yukio Higuchi responded by founding discount stores like Kawachiya Shuhan Company. Before Shiseido cut off his supply, Higuchi drew crowds of shoppers by selling Shiseido products at a 30 per cent discount. Higuchi persisted by arguing that the belief that quality only comes at a high price is weakening'. Further, he noted, 'cosmetics will have to become cheaper as consumers become wiser'. Most Japanese observers agree. They note that consumers want competition and they want discount stores. Even supermarkets are increasingly introducing cheap, private-label cosmetics. Although new to Japan, these consumer buying and retailing trends are already well established in the USA and many western European markets.

Such changes represent a major shift that has left the previously well-cosseted Japanese consumer-product companies and retailers badly shaken. Shiseido has been responding to these changes in the environment on two fronts. First, it is cutting costs and refocusing on lower-priced cosmetics. Recently, it opened a highly automated factory that uses robots to carry out almost all the steps in making cosmetics. The plant produces as many cosmetics as one of the Shiseido's factories, but with a third of the staff.

Second, Shiseido is looking for more growth overseas as its domestic market saturates and there are limited opportunities to expand home sales. It already has 21 subsidiaries and six factories in 30 countries. The company's goal is to increase international sales by 50 per cent to 100 billion yen by 1997.

In early 1994, the company shifted its marketing strategy in key overseas markets, particularly the USA, focusing more on skin care products in many urban centre shopping locations and refurbished its sales counters to project a 'new image', with more eye-catching displays that explained Shiseido's advanced skin-care programme. Shiseido also began to launch new brands for men and more new fragrances for women. Shiseido's managers in the USA noted that their refocusing efforts were on target with changes in that market. Industry observers point out that more and more executives from packaged-goods companies have taken over cosmetic company marketing programmes. They are discarding the sexy models in glamorous locales in favour of scientific-sounding claims. Ads like this one are becoming increasingly common: 'In just 21 days, fine dry lines and wrinkles are reduced by over 38 per cent'. Competitors are also stepping up the use of promotions (e.g. coupons, money-back guarantees) in order to gain new trials and sales.

A US executive suggests that these marketing changes reflect increasing consumer savvy. 'A consumer in the nineties is as smart as you can get,' one notes. 'She reads the labels, she understands how ingredients work, and she wants products that truly perform.' Another executive adds that some of the industry's changes are in response to consumers who are more value-conscious. 'Even people with high incomes are very price-conscious.' These observations are echoed by one of Shiseido's European managers attending the conference. 'You can't sell something that they don't believe in. But it's not just about scientific claims, coupons or fancy sales counters either. We have to be chic and high-tech and not charge the earth at the same time consumers want to feel good about themselves, but they don't want to be told they will wake up with bunches of wrinkles if they don't use these products!'

It appears that Norika Shida may not be much different from consumers in Los Angeles or London. But can Japanese cosmetic companies like Shiseido repeat Japanese successes in the global car and consumer electronics markets? Some analysts argue that western consumers see Japanese products as technically advanced and reliable, but short on 'soul'. That image is good for stereos, but not for body products. Besides, Shiseido has a tough fight ahead in markets abroad, where global brands, such as Revlon, L'Oreal, Estee Lauder, Christian Dior, Chanel, Clinique and Clarins and many others, including private labels, are already well entrenched.

Can cosmetic companies like Shiseido turn whimsical beauty products into natural, high-tech, essential products? The ageing structure of the population in

many of its markets is already thrusting traditional cosmetic companies into turmoil. Do older consumers still want the same cosmetics that 20-year-old models promote? Can it succeed by stressing skin care? Will consumers continue to buy their cosmetics in department and speciality stores, or will they join the trend towards buying cosmetics in mass-merchandising stores? How are channels changing in the company's target markets and how should it respond to these changes? Shiseido is spending almost 4 per cent of its sales on R & D, about double the amount that many of its western rivals spend. Is this the right strategy?

As Shiseido's executives struggle with these questions and try to understand their customers and markets, and how these are evolving. Seigo Matsouka repeats, 'So, what does it mean to be human?'

### **QUESTIONS**

1. What are the key environmental forces that have impacted on Shiseido's cosmetic business in the last decade? Why should Shiseido's management gain a deeper understanding of these environmental forces?
2. What are the emerging market trends? Explain how might these trends impact on Shiseido's business in future and what specific marketing recommendations would you make to Shiseido as it seeks to increase sales in the global market?
3. How is decision making for Japanese executives likely to differ from that of the western counterparts? Does it have an impact on the way business is conducted?
4. Using a framework that you are familiar with conduct a marketing mix for Shiseido and comment on its implication for the company. What potential market segments can you identify?
5. Growth has international implications, discuss the circumstances under which a company may select collaboration as a strategic option for it to use in entering a global market. What are the draw backs of collaborative strategies?
6. There has been marked convergence of consumer tastes and preferences across the global. In short a global consumer has emerged. In your opinion as a strategist, should companies follow global or multi-domestic marketing strategies?

## **SECTION B (20 MARKS)**

1. Discuss the concept of corporate parenting. Is it a useful concept as an appropriate corporate strategy?
2. Benchmarking could lead to the convergence of strategies of rival companies. What is benchmarking and what would be the result of this as far as operational profits of companies is concerned.
3. Firms that have reached the limits of growth using concentration strategies have to expand internationally using concentric or conglomerate strategies. Using these growth strategies explain how concentric growth differ from conglomerate diversification as a corporate strategy?
4. Critically discuss the integration of growth strategy with its human resource strategy and practices. Provide recommendation on how HRM could provide better support for any organisation's growth strategy. Why is staffing and leading key to strategy implementation?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**PH 102: FUNDAMENTAL PROBLEMS IN PHILOSOPHY**

**TIME: THREE HOURS**

**ANSWER: SIX QUESTIONS** (Any two questions from Section A, one question from Section B, and all three questions from Section C.

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**SECTION A: EPISTEMOLOGY**

(Answer two questions)

1. Define or explain the following terms
  - (a) Epistemology
  - (b) Skepticism
  - (c) Empiricism
  - (d) Rationalism
  - (e) Explain the differences between Empiricism and Rationalism
  - (f) What are the main criticisms against absolute skepticism?
2. Discuss Plato's theory of knowledge with reference to his simile of the line, also referred to as the Divided Line.
3. (a) State and explain the two operations of the intellect to which Descartes reduces his method.  
(b) Explain why his method has been referred to as the "geometrical" method.
4. (a) Giving a clear illustration of the relevant concepts, explain Kant's response to Hume's analysis of the distinction between analytic knowledge (relations of ideas) and matters of fact.  
(b) Discuss to what extent Kant agreed and disagreed with Hume.

**SECTION B: METAPHYSICS**

(Answer one question)

5. (a) What is the central difficulty with the mind/body problem?  
(b) Critically analyse *at least seven theories* that attempt to answer the mind/body problem (You must state the theories and the criticisms clearly).  
(c) (i) Which theory do you support? (State why you support it)  
(ii) Which theory do you think is the most meaningless? (State why you think it is the most meaningless?)

6. (a) Explain (in two or three sentences) the view of existentialism of each of the following philosophers:  
       (i) Soren Kierkegaard, and (ii) Friedrich Nietzsche.
- (b) Explain six main themes of existentialism (As you explain them, give one example of a real life human situation for each theme.)

**SECTION C: LOGIC**  
 (Answer all questions)

7. In your own words, define the following technical terms:  
 (a) Proposition  
 (b) Inference  
 (c) Syllogism  
 (d) Distribution  
 (e) Fallacy
8. (a) Outline the five rules for determining when a syllogistic argument is valid.  
 (b) Explain which of the five rules is violated in three of the following five syllogistic arguments, and name any formal fallacy that is committed.
- (i) All my cousins are unfair.  
       No unfair persons are good judges.  
       Hence, none of my cousins are good judges.
  - (ii) All members of the country club are fond of tennis.  
       Some philosophers are fond of tennis.  
       Therefore, some philosophers are members of the country club.
  - (iii) No misers are cheerful persons.  
       Some thin people are not misers.  
       Therefore, some cheerful persons are thin people.
  - (iv) Some babies are fond of nursery songs.  
       No soldiers are fond of nursery songs.  
       Therefore, some babies are not soldiers.
  - (v) All plants are substances.  
       All animals are substances.  
       All plants are animals.



9. In three of the following five arguments:

(a) Indicate the informal fallacy committed.

(b) Briefly explain why these arguments are invalid

- (i) "And so, ladies and gentlemen of the jury, I know you will find it in your hearts to dismiss the charges against this man before you, a man who has had poverty and misfortune to cope with all his life and who has done his best even though, like all of us, he has made mistakes."
- (ii) "It is obviously foolish to believe in immortality since no one has ever proved that man has a soul that survives death."
- (iii) "Soon after my grandfather beat his drum, the sun reappeared after an eclipse. Therefore, the beating of the drum is what led to the sun's reappearance after the eclipse."
- (iv) "The end of a thing is its perfection; death is the end of life; hence, death is the perfection of life."
- (v) "I fail to understand why people are saying I should not stand for the presidency of my country once again because of the illness I suffered. Furthermore, the opinion is being expressed that I will not effectively discharge my responsibilities as President. Tell me who in this country has never fallen ill. Besides, is it my fault that I fell ill?"

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER  
FINAL EXAMINATIONS**

**PH 325: ETHICS AND CRIME**

TIME: THREE HOURS

ANSWER: Answer four questions (one from section A, one from section B and two from section C.)

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**SECTION A**

(Answer one question)

1. (a) Define what is meant by 'crime'.  
  
(b) State and briefly describe the three elements that constitute a crime.  
  
(c) Explain why most people today tend to think that crime, particularly of a violent nature, is out of control, and that the state is more likely to suffer from a 'crisis of compliance' with the law.  
  
(d) Explain why the act of punishment of criminal offenders requires moral justification.
2. (a) Describe the two senses in which the word 'moral' is used.  
  
(b) State and briefly describe the four aspects to which moral judgments or discussions are restricted.  
  
(c) State the reason(s) given for historically exempting juveniles and the insane from criminal culpability.  
  
(d) "Laws govern many aspects of our conduct. They tell us how to drive, how to operate our business, and what we can and cannot do in public and even in private. Yet they are not comprehensive in defining moral conduct." Discuss critically and briefly.

**SECTION B**

(Answer one question)

3. (a) Define what is meant by an 'ethical system'.  
  
(b) Describe the criteria for determining the moral worth of an action according to the following:
  - (i) a deontological ethical system (in this case, Kantian Formalism) and,
  - (ii) a teleological ethical system (in this case, utilitarianism).

(c) Discuss the manner in which:

- (i) a utilitarian would justify executing an evil tyrant like Saddam Hussein;
- (ii) a Kantian would respond to the utilitarian justification for executing an evil tyrant like Saddam Hussein.

(d) Using the example of the execution of an evil tyrant like Saddam Hussein, clearly show how the Ethics of Care differs from Kantian Formalism in criminal justice to explain the differences in reaction by proponents of these two ethical systems to the event.

4. (a) Briefly describe the concepts of fairness, equality and impartiality included in definitions of justice.
- (b) Explain the sense in which distributive justice differs from corrective justice, despite concepts of fairness, equality and impartiality figuring prominently in both components of justice.
- (c) Critically discuss the distinction between substantive justice and procedural justice within the framework of corrective justice.
- (d) Describe the principle of 'due process' within procedural justice. In doing so, give a moral justification for the right of criminal offenders to due process in a criminal justice system.

### SECTION C

(Answer two questions)

5. "The retributive theory of punishment – representing the idea that wrongdoers should be 'paid back' for their wicked deeds – fits naturally with many people's feelings. But others dismiss these feelings, whether on secular or religious grounds, as merely a demand for primitive vengeance. This objection is for the most part misguided. The idea that wrongdoers should be 'paid back' for their wickedness is a central component of our general moral understanding," argues James Rachels.
- (a) Show how the idea that wrongdoers should be 'paid back' for their wickedness has applications in many areas of life, according to Rachels.
- (b) Describe the aim(s) of a retributive framework of justice.
- (c) Indicate the sense in which a retributive theory of punishment can be said to be fair and just.
- (d) Discuss the major weaknesses of the retributive theory of punishment.

6. In a utilitarian system of punishment, according to Jeremy Bentham, one must threaten a slightly higher degree of pain or punishment than the gain that comes from the criminal act.
  - (a) Describe the three aims and purposes of a utilitarian framework of justice.
  - (b) Explain the sense in which the utilitarian notion of punishment may conflict with the retributive idea of punishment.
  - (c) Demonstrate how, according to John Rawls, the utilitarian and retributive analyses can be reconciled to justify the institution of punishment.
  - (e) Discuss why the justification of harsh punishment as a means of preventing crime has not been that influential in recent times.
  
7. The retributive and utilitarian theories of punishment accurately describe the current aims of punishment. However, Jeffrie Murphy thinks these theories overlook a crucial element of punishment, namely, repentance. Punishment should aim to improve criminals morally. That is, we should have a system that makes it increasingly likely that criminals will come to regret their actions and seek to transform themselves –with the aid of the state – into productive and morally responsible citizens.
  - (a) Describe the ethical system(s) that is consistent with the aims of repentance.
  - (b) Explain what makes repentance on the part of the criminal offender to be possible.
  - (c) Explain why, in Murphy's view, there is a conflict between the aims of repentance and current trends toward harsh punishment for violent crimes.
  - (d)
    - (i) Discuss why, in your own view, criminal punishment in Zambia does not seem to improve criminals morally;
    - (ii) Propose practical steps that should be taken to meet the aims of repentance.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**PH 965/EC965: BUSINESS ETHICS**

**TIME:** THREE HOURS

**ANSWER:** ANY THREE QUESTIONS (Section A is compulsory and then answer one question from section B and one from section C.)

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**SECTION A**

(You must answer this question)

1. (a) Define utilitarianism.
- (b) Give a brief imaginary case where a businessman takes action that benefits the majority but harms the minority.
- (c) Give a brief imaginary case where a businessman takes action to prevent pain (on utilitarian grounds) on the majority of his customers.
- (d) Give an imaginary case where a businessman takes action to reduce pain (on utilitarian grounds) on the majority of his customers.
- (e) The manager of a water supply company decides to put chlorine in water to prevent cholera. But he accidentally pours poison into the water causing the deaths of some customers. According to Immanuel Kant, is the manager an evil man? Give a one sentence explanation for your answer
- (f) State which philosopher introduced the natural law theory and explain briefly what it means.

## **SECTION B**

2. (a) Define what is meant by reverse discrimination.  
(b) List and explain six arguments for reverse discrimination  
(c) List and explain seven arguments against reverse discrimination
3. (a) Outline four necessary and sufficient conditions which, according to Edmund Wall, show that John has sexually harassed Mary at the business working premises.  
(b) Give a critique against each of these four conditions.  
(c) Outline five arguments as to why sexual harassment is morally wrong in business premises.

## **SECTION C**

4. (a) Define what is meant by whistle blowing.  
(b) List and explain five arguments to support whistle blowing.  
(c) Explain some considerations that a whistleblower should take into account before whistle blowing.  
(d) What are the arguments to support the view that advertising is morally wrong?
5. (a) Outline the key components of John Rawls's philosophy.  
(b) Outline the key components of Karl Marx's philosophy.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS**

**2006 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATIONS**

**PH995: ENVIRONMENTAL ETHICS**

**TIME: THREE HOURS**

**ANSWER: THREE QUESTIONS**

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1. Ethical theories help to enrich our understanding of *values* with respect to the environment in which we live. Discuss critically the manner in which the following theories can be applied to environmental ethics:  
(a) Natural Law theory; (b) Deontological theory; (c) Utilitarian theory; (d) Virtue theory.
  2. Discuss in detail the meaning and implications of Aldo Leopold's *Land Ethic* with reference to an approach to environmental problems today, and then give your critique.

or

Discuss in detail the debate on animal rights with reference to Singer, Regan and Cohen, and then give your critique.

3. Discuss in detail either (a) James Lovelock's *Gaia Hypothesis* or (b) Arne Naess' *Deep Ecology* with reference to a greater appreciation of the natural environment in which we live, and then give your critique.
4. Discuss in detail either (a) Murray Bookchin's *Social Ecology* or (b) *Ecofeminism* with reference to the degradation of the natural environment, and then give your critique.
5. Global concern is being increasingly expressed with regard to the problem of climate change, and international conferences have taken place to try and find a solution. Discuss in detail the manner in which *sustainable development* has been discussed in these conferences, and then give your critique of the extent to which it is proving effective in protecting the natural environment.
6. With reference to population growth and the limited resources of the earth to produce adequate food, discuss and critique the relevance of the following with regard to the ethical issues involved:  
(a) Spaceship earth; (b) Lifeboat ethics; (c) The tragedy of the commons;  
(d) Distributive justice and future generations.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL115: INTRODUCTION TO POLITICAL SCIENCE**

**INSTRUCTIONS: Answer 4 Questions. Section A is compulsory**

**TIME: three hours**

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**Section A**

- I. Write concise notes backed by relevant examples on the following:
- i. Class struggle
  - ii. Elite Recruitment
  - iii. Dictatorship of the Proletariat
  - iv. Democratic culture
  - v. Interest Groups
  - vi. Political stability
  - vii. Cross National Opinion Survey Research Approach
  - viii. Coalition Government
  - ix. Parliamentary democracy
  - x. Majoritarian Electoral systems

**Section B**

2. In your opinion can there be good military coups and bad military coups? Give examples to support your arguments
3. The 2006 tripartite elections were described as free and fair by election observers who monitored them. Critically assess the verdict of the observers
4. 'Contrary to the optimistic expectations of many Africans, Africa's democratization waves of the 1990s have turned out to be a false dawn': Assess this statement in light of current political developments in Zambia and Africa
5. Critically assess the theories of the state you dealt with in PL115. Which theoretical model best explains the phenomenon of 'weak states' in Africa? Give reasons for your position
6. Analyze the strengths and weaknesses of '*direct*' and '*indirect*' forms of democracy. In your opinion, what form of democracy would be best suited for Zambia and other African countries?
7. Compare and contrast two types of electoral systems and in your view. Which system would be best suited for Zambia and other African countries?

**End of examination**



**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
UNIVERSITY OF ZAMBIA EXAMINATIONS-2007**

**PL 252:COMPARATIVE POLITICS II**

**INSTRCUTIONS: ANSWER THREE QUESTIONS: AT LEAST ONE QUESTION  
FROM EACH SECTION**

**TIME ALLOWED: THREE HOURS**

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**Section A**

1. Drawing examples from the Bolshevik revolution that culminated in their seizure of state power in Russia in 1917 assess the relevance and centrality of the principle of unity of theory and practice in the success of any revolution.
2. Critically analyse the way in which the structure and history of Chinese feudalism is a critical factor in explaining the role that the peasantry played in the success of the Chinese Communist Party from 1921 to 1949.
3. Assess the extent to which the Chinese Communist Party succeeded in achieving the goals that it set for itself in the socialist construction of China during the period before Mao's death.

**Section B**

4. Compare and contrast the role played by the working class in the Russian revolution from 1897 when the All- Russian Social Democratic (Labour) Party was formed to 1917 when the Bolsheviks came to power with that of the working class in the Communist Party of China from 1921 to 1949.
5. Compare and contrast the extent to which the democratic elements of the principle of democratic centralism were applied in the organisation and functioning of the Communist Party of the Soviet Union in the USSR with that of the Chinese Communist Party in China.
6. Discuss the nature of political and economic reforms in USSR under Mikhail Gorbachev and in China under Deng Xiaoping. In so doing assess the factors that may account for the differences in the extent of reforms undertaken in the two countries during these respective periods.

End of examination

**The University of Zambia  
School of Humanities and Social Sciences**

**2006 – 2007 Academic Year  
Second Semester Final Examinations**

**PL 312: Utilitarianism and Contemporary Liberalism**

**INSTRUCTIONS:**

ANSWER ONE QUESTION FROM EACH OF THE THREE SECTIONS (A, B, AND C)  
TIME: THREE HOURS

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**SECTION A**

1. Analyse David Hume's notion of "convention" in the light of his critique of social contract theory.
2. Compare and contrast David Hume's and John Stuart Mill's views on the nature of justice.

**SECTION B**

3. Discuss the way in which Jeremy Bentham applied the idea of "service" to the relationship between the governors and the governed.
4. Bentham's critique of the *French Declaration of Rights* has prompted critics to charge that his utilitarian theory does not provide a basis for human rights. Discuss the extent to which this observation is correct.

**SECTION C**

5. Analyse the meaning of the term "happiness" as used by any one of the utilitarian theorists you have studied.
6. In his work, *Utilitarianism*, John Stuart Mill identified two main approaches to moral theory: the **inductive** and **deductive** approaches. Which approach did John Stuart Mill follow? Give reasons for your answer.

\_\_\_\_\_END OF EXAMINATION\_\_\_\_\_

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL322: FOREIGN POLICIES OF AFRICAN STATES**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

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1. **Assess** the Foreign Policies of Ethiopia and Kenya in the Horn of Africa and the wider Great Lakes Region as well as critically addressing the question of whether the two countries are strategic partners or competitors
2. **Assess** the strengths and weaknesses of the Comprehensive-Rational & Organizational process Models of decision making in regard to formulation and implementation of Zambia's Foreign policy
3. Zambia's land mark foreign Policy Strategic Plan was launched in 1994. To what extent has the Zambian government succeeded in implementing the Strategic Plan?
4. Kenya has declared its ambitions to compete for one of the two permanent places reserved for Africa on an enlarged UN Security Council(UNSC): Assess the merits and demerits of Kenya's quest to attain a permanent seat on the UNSC
5. **Trace** the origins of Nigeria's Great Power Ambitions in sub-Saharan Africa and **Assess** the Extent to which Nigeria's diplomacy has realized these ambitions

**End of Examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC SECOND SEMESTER  
FINAL EXAMINATIONS**

**PL 332: FOREIGN POLICY ANALYSIS AND EVALUATION**

**INSTRCUTIONS: ANSWER ANY THREE QUESTIONS**

**TIME ALLOWED: THREE HOURS**

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1. Political theory distinguishes the realist, liberal and radical approaches to foreign policy formulation. Compare and contrast these approaches.
2. "A country without a strong foreign policy can neither survive nor have meaningful influence in the cut-throat modern political world order." Discuss
3. Discuss the core elements of national interest and its value in foreign policy processes and structures
4. Critically discuss the strategic objectives of foreign policy and the instruments that can be used to achieve foreign policy goals
5. Evaluate the statement that "In Africa foreign policy decisions and structures are solely determined by the President, the Minister of foreign affairs and by extension the Minister of defence."
6. Crisis situations are an important consideration among others, in maintaining grip over the foreign policy direction of a country. Assess and discuss how decision-makers may respond to such situations in contrast to statusquo situations.
7. Assume that you are the foreign policy specialist at the Ministry of Foreign Affairs in Zamunda. What would you consider as the main functions of your Ministry?

**End of Examinations**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF PSYCHOLOGY**

**2006 SECOND SEMESTER EXAMINATIONS:**

**PS 242 PSYCHOLOGY OF ADOLESCENCE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER TWO ESSAY QUESTIONS FROM SECTION ONE AND ANOTHER TWO IN SECTION TWO**

**SECTION ONE: ANSWER TWO QUESTIONS**

1. During adolescence physical changes take place. These changes have significant behavioural and psychological implications.
  - (a) Describe these physical changes in both males and females
  - (b) Explain the psychological impact of physical changes on adolescents.
2. According to Piaget's stages of cognitive development, the formal operations represents the period of adolescence:
  - (a) Describe formal operational thought
  - (b) List and explain the egocentric problems experienced by adolescents during this stage.
3. The period of adolescence is characterized by a lot of emotional turmoil.
  - (a) Discuss the characteristics of adolescent's emotions.
  - (b) Explain why the period of adolescence has been described by some as a period of "storm and stress".
  - (c) What are your views with regard to the perception of adolescence as a period of storm and stress? Why?
4. Describe Bronfenbrenner's model of the ecology of human development and how it can be used to explain the development that occurs during adolescence.

## SECTION TWO: ANSWER TWO QUESTIONS

1.
  - (a) Write down four considerations that enter the discussion of whether a child's particular behaviour actually constitutes a problem or not.
  - (b) Describe the eight types of disorders that were discussed in class.
2. Ms Maganizo is transferred to a new school as head teacher. One day she overhears a group of children complaining about the lack of a tuck-shop and water in the ablution block. She begins to wonder how she can get to know about matters that are of concern to the children in her school. Help her by writing a paper for her on class and school councils. Your paper should include the following:
  - (a) Why children should participate in matters affecting them
  - (b) The school council executive committee and its roles
  - (c) Composition of the class council and roles of office bearers
  - (d) Required attitudes of children in the class council
  - (e) The link teacher and his/her role
3. There are certain 'defences' that are commonly raised by parents, other caregivers, and teachers when corporal punishment is challenged. Mention and discuss 10 such defences and answers suggested by Save the Children in the book, Ending Corporal Punishment in Zambia.
4. Discuss adolescents and sexual relationships. Your discussion should include the following:
  - (a) Modern attitudes, biological drives and sexual intercourse among adolescents
  - (b) Why young people engage in sexual intercourse
  - (c) Determinants of early sexual behaviour
  - (d) Reasons for delaying entry into sex
  - (e) The STOP method for coping with strong sexual desires
5. Discuss the multiple trends that families are taking, including both positive and negative implications of these changes for adolescents.
6. Adolescence is a time of waning adult influence. Discuss this assertion in relation to the generation gap.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**PS 452: ORGANISATIONAL BEHAVIOUR**

**TIME: THREE HOURS**

**INSTRUCTIONS:** THIS QUESTION PAPER CONSISTS OF TWO SECTIONS.  
ANSWER **FIVE** QUESTIONS IN SECTION I, AND **TWO** IN  
SECTION II.

**SECTION I: SHORT ANSWER QUESTIONS. ANSWER ANY FIVE.**

1. What are the elements of vertical specialisation in an organisation?
2. Identify factors that might motivate an individual to join a formal group.
3. Major characteristics of bureaucratic organisations and any four of their perceived dysfunctions.
4. The expectancy theory, its implications and demerits.
5. Briefly discuss the basic assumptions of Organisation Development (OD).
6. Outline French and Bell's factors that can help managers enhance the likelihood of success in Organisation Development (OD) interventions.
7. Discuss factors that necessitate organisational change.

**SECTION II: LONG ESSAYS. ANSWER ANY TWO. WRITE THE ESSAYS  
IN SEPARATE BOOKLETS**

1. (a) Consider UNZA as an organisation with diverse work force. What effect would this have on work performance and conflict at UNZA? Suggest ways in which these conflicts can be managed.  
(b) 'Ineffective communication is the fault of the sender'. Do you agree or disagree? Discuss.
2. Identify the major stress factors in work organisations and outline some of the measures individual employees as well as organisations can use to curb or alleviate the effects of such stress.

3. The ability to successfully adapt to a changing environment is one of the most important characteristics of effective managers yet most managers who introduce change also know that there often is resistance to such efforts.
- a) Clearly discuss why this resistance occurs.
  - b) Discuss steps that managers can take in order to deal with such resistance constructively.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006 ACADEMIC YEAR SECOND SEMESTER**  
**FINAL EXAMINATION**

**PS472: COUNSELLING PRACTICE AND APPLICATIONS**  
**TIME: THREE HOURS**

**INSTRUCTIONS: THIS PAPER CONSISTS OF TWO PARTS.**  
**ANSWER PART I AND PART II IN SEPARATE BOOKLETS**

**PART 1**

**INSTRUCTIONS: This part has two sections. Answer each section in a separate booklet.**

**SECTION A: On all of the following, write brief notes:**

1. Major implications for Human Relations Counselling Model for helpers.
2. Dispositional crises versus anticipated life transactions.
3. Termination of session.
4. Good use of gaze and eye contact.
5. Appropriate facial expressions versus appropriate gestures.
6. Clarifying versus checking out.
7. Follow-up
8. Primary empathy and accurate advanced empathy.
9. Self-awareness as a helper characteristic in context.
10. Honesty as a helper characteristic in context.

## **SECTION B**

### **Case Study**

John is a 34-year-old man engaged to be married next year. For the past two (2) years he has periodically experienced pins and needles in his arms and legs. Although his fiancée and family urged him to go to the doctor he had shrugged the symptoms off. In the last four weeks however, an episode of blurred vision and a temporary loss of power in his right leg precipitated his referral to a neurologist by his General Practitioner. A series of tests confirmed a diagnosis of multiple sclerosis. Unfortunately, the neurologist was unable to give the news himself because a prior commitment to present a paper at a conference meant that he had to be absent from the ward for a few days. He therefore asked his house officer to break the bad news in his place. This worried the house officer because he had never had to do this before. To minimize his anxiety, he decided to do it while taking blood from John, as this would give them both something to concentrate on. On hearing the news, John was devastated. He began to weep uncontrollably and then became angry with the house officer and demanded to see the consultant. Not knowing how to respond to this the house officer fled to find the ward sister.

Imagine you were the house officer in this situation. How would you have broken the bad news to John? What factors might have caused John to react in the way he did? If you were the ward sister what would you do to help John?

## **PART II: LONG ESSAYS**

**Answer any two (2) of the following questions.**

1. Mrs Elina Lungu, 66, is a retired teacher and her husband died four years ago. She has four children, one son Dalitso who is 40 years old and three daughters, Misozi (38), Lauzi (36) and Zamiwe (32). She is very close to her son and she spends most of her time at her son's house because she is lonely. She also says that she likes spending time with her son's children more than her daughters' children. Her son is married to Anna Maria (36) and they have three children, one boy (12) and two girls, Maria (6), and Elina (2). Mrs. Lungu is always advising her daughter-in-law on how to raise children.

This has been going on for years but now that she is spending more and more time in her son's house her advice is irritating Anna Maria so much that she does not want to see her mother-in-law any more. She has told her husband that his mother is no longer welcome in their home. This turn of events is worrying Mrs. Lungu a lot and she feels she has been unfairly cut off from her son's family. She also thinks that her daughter-in-law is very unreasonable and cruel.

The Lungu family has come to you for counselling so that you can help them resolve their conflict. Discuss the steps you would take in helping this family. Use a genogram to illustrate the relationships in this family.

2. Mabvuto is a 7-year- old orphan. His mother died two years ago and he also lost his father six months ago. Mrs. Mwewa, his class teacher, has noticed that Mabvuto is not doing well in class and he often cries for no apparent reason. Mrs. Mwewa has referred Mabvuto to the School Counsellor for counselling.

Discuss how you would help Mabvuto if you were the school counsellor.

3. Alfred is a young man who has had a number of casual sexual relationships with girls. He is now 29 and he feels he is ready to have a steady girlfriend but he is worried that he could be HIV positive. Alfred wants to be tested for HIV before he can even begin to think of a long term relationship with a woman.

Alfred has been referred to you for counselling. Discuss the process of counselling your client, Alfred, for HIV testing. What are some of the major issues that you have to discuss with Alfred?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006/2007 ACADEMIC YEAR SECOND SEMESTER FINAL  
EXAMINATIONS**

**S 112: INTRODUCTION TO SOCIOLOGY**

**TIME: (3) THREE HOURS**

**INSTRUCTIONS:**

This paper is divided into three sections. Answer **ALL** the questions from section A, **TEN (10)** questions from section B and **TWO (2)** questions from section C.

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**Section A: Multiple choice. Answer all questions (30 marks)**

1. Anarchism is a political trend which was first outlined by
  - a) Pierre Joseph Proudhon
  - b) John Locke
  - c) Mao Ze dong
  - d) Karl Marx
  - e) Ferdinand Tonnies
2. One of the following is the most cross-cutting dimension of social stratification
  - a) Race
  - b) Age
  - c) Power
  - d) Status
  - e) Religion
3. A consanguine family is \_\_\_\_\_
  - a) An extended family which includes everyone with shared blood
  - b) A family of divorced or widowed parents with their children
  - c) A family based on marriage ties than lineage and relatively smaller than the extended family.
  - d) Exogamous family comprising of people from different classes
  - e) An endogamous family comprising of people from different classes
4. Fecundity measures the number of live births
  - a) True
  - b) False

5. The type of marriage where the newly married couple stays with relatives of the husband is known as \_\_\_\_\_
- a) Virilocal
  - b) Neo – local
  - c) Orthodox
  - d) Uxorilocal
  - e) None of the above
6. Conservatives have a firm commitment to \_\_\_\_\_
- a) Individual rights to private property
  - b) Community ethic and anti – authoritarian
  - c) Laissez faire and unrestricted liberties of the individual
  - d) Environmental protection
  - e) Democracy and good governance
7. Internal and external migrations are not common in Sub-Saharan Africa
- a) True
  - b) False
8. Following a spate of misfortunes in Mr. Mulenga's family, he decides to consult some traditional healers. All the healers consulted indicate that there are some very active spirits influencing his life. It is then suggested that to bring the family to normal living they should get a multi – coloured tortoise and a white chicken which they should manipulate to their advantage at a mountain. This is a clear case of theism.
- a) True
  - b) False
9. According to Marx, the capitalist mode of production is distinguished by
- a) Advanced bureaucracy and totalitarianism
  - b) How the owners of capital extract the surplus value
  - c) Iron caging of the workers' right to human freedom
  - d) Growth of the bourgeois society
  - e) High levels of taxation, production and money supply
10. Growth in global GDP overtime has coincided with the emergence of the modern world socialist system
- a) True
  - b) False
11. Population registers have evolved through parish registers
- a) True
  - b) False

12. Democratic Socialism is prosecuted through
- a) Anarchism
  - b) Peaceful reform
  - c) Revolution against the existing political system
  - d) Liberalism
  - e) Religious fundamentalism
13. Laissez faire is an economic concept meaning
- a) Prices should be properly regulated by government in order to reduce cut throat competition which can interfere with the law of supply and demand
  - b) The government should have limited interference in the market
  - c) The people should be let to do as they choose on the basis of self-regulating free market
  - d) Business undertakings should adhere to fair and ethical business practices to ensure free enterprise systems
  - e) Tendency towards monopoly and price manipulation for profit
14. Mr. Hashoonto Shamutete is a teacher transferred to Luwingu. While there, he embarks and doubles in farming. Soon he earns enough income to purchase a second hand low-bed canter. He then uses this vehicle to transport some poor local peasants to outlying areas. Apart from Mr. Shamutete almost all the people in the area are living in condition of hardship. This is indicative of
- 
- a) Absolute poverty
  - b) Relative poverty
  - c) Insular poverty
  - d) Subjective poverty
  - e) Case poverty
15. The term caste is Indian in origin, meaning race or pure stock
- a) True
  - b) False
16. Indians have terms for describing the caste system as a whole, as well as a variety of words referring to different aspects of it. The two main ones are \_\_\_\_\_
- a) Harijan and caste
  - b) Varna and Jati
  - c) Harijan and caste
  - d) Brahmin and Kshatrya
  - e) Kaffir and sudra
17. Administrative records of data sources are an attribute of a census
- a) True

b) False

18. Mr. Mata, an industrialist is one of the wealthy employers in Zambia. His best friend Mr. Mwiya is chairman of the town Golf club and employed as a Chief executive of a rich multinational Corporation controlling productive resources. According to Marx's Binary system of social stratification both of them are in the top class.

a) True

b) False

19. Economic growth incorporates development

a) True

b) False

20. If everyone's income in an economy increases but the distribution stays the same

a) Relative poverty will also stay the same

b) Relative poverty will relatively increase

c) Relative poverty will decrease marginally

d) The poverty line will significantly reduce

**Section B: Write brief notes on ten of the following (30marks)**

1. The right as a political philosophy
2. Religion
3. Davis Moore thesis
4. Class consciousness
5. Minority
6. Net migration
7. Social institution
8. Life expectancy
9. Balance of payment
10. Three major ways of measuring poverty
11. Rural development
12. Tertiary sector
13. Census
14. Community poverty

**Section C: Answer any two questions from the following (40 marks)**

1. Discuss Marxism, Fascism and Social democracy as doctrines and indicate their efficacy
2. Critically discuss the developmental implications of demographic components in a state with special reference to Zambia.

3. Social institutions are not only interrelated but interdependent. Discuss.
4. Capitalism as compared to socialism offers the best strategy for sustainable development. Discuss.



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**CONTEMPORARY SOCIOLOGICAL THEORIES (S212)**  
**EXAMINATION FOR 2006/7**

Read through the questions and instructions so that you may make wise use of your choices and time.

**INSTRUCTIONS:** Answer questions **ONE** and any other **two** questions.

**TIME:** 3 hours

Try to focus on the intent of the questions and approach them as comprehensively as time allows.

The beginning of each answer should start at the top of a new page and be clearly numbered.

1. According to Homans Social behaviour is an exchange of goods, not only material goods but also non-material ones, such as the symbols of approval or prestige. Persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. Discuss the above in relation to the cadre mentality that exists in the Zambian political scenario. What is exchanged in this scenario?
2. Ralf Dahrendorf, Lewis Coser, and John Rex are all contemporary conflict theorists who among other things endeavoured to look at the social causes of conflict. Discuss the different causes of conflict by these scholars and try to associate yourself with *one* which can ably explain the current social conflict in Zambia. Your position should be backed by examples.
3. Edmund Husserl was more concerned with phenomenological sociology. He argued that human beings experience what the mind creates. How possible is this argument and to what extent can you apply it in the Zambian society?
4. Make a critic of Hebert Mead's theory of 'symbolic interactionism'. Remember to outline the theory, its applicability and practicability before making your critic. Good examples will earn you more marks.
5. Talcott Parsons agitated for a 'grand theory of social action', which was heavily criticized by a number of scholars. To what extent was Robert Merton helpful in trying to serve parsons' theory from this criticism?

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF SOCIAL DEVELOPMENT STUDIES**

**2006/2007 SECOND SEMESTER EXAMINATION**

**S312: URBAN PROBLEMS AND MANAGEMENT IN DEVELOPING  
COUNTRIES**

**TIME: 3 HOURS**

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**INSTRUCTIONS: Answer four questions only.**

1. "Upholding the human right to water is an end in itself and a means for giving substance to the wider rights in the Universal Declaration of Human Rights and other legally binding instruments such as the right to life, to education, to health and to adequate housing," UNDP2006. Discuss.
2. Identify and discuss the salient features of the urban family in terms of structures and roles that have continued and those that have changed under the forces of urbanization and industrialization? Give examples of your answer.
3. With practical examples, discuss the fundamental role of Monitoring and evaluation in a project cycle?
4. Explain how the urban housing policy in Zambia since the colonial period to date has systematically discriminated against women? Give practical examples for your answer.
5. Explain the role of an urban sociologist at Lumwana Mine in Solwezi?
6. "The home is in fact the most dangerous place in modern society in statistical terms, a person of any age or either sex is far more likely to be subject to physical attack in the home than in the street at night," Said Giddens. Using any form of gender based violence common in urban areas in Zambia, discuss the validity of the above statement? Give practical examples for your answer.
7. Discuss the impact of over-urbanisation on the urban family in Zambia and suggest solutions to problems identified?

**END OF EXAM**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2006/2007 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**

**S 322: SOCIOLOGY OF CONTEMPORARY SOCIAL PROBLEMS**

**INSTRUCTIONS:**    **ANSWER QUESTION 1 AND ANY OTHER THREE (3) QUESTIONS FROM THE FOLLOWING. ENSURE THAT YOU ANSWER ALL PARTS OF THE QUESTIONS YOU CHOOSE.**

**TIME:**                **THREE (3) HOURS**

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**QUESTION 1: (30 Marks)**

Define and explain the concept of poverty in all its manifestations within the context of the existing situation in Zambia and indicate why there is a higher level of poverty in the rural areas than in the urban areas. Which theory of poverty can properly explain this disparity?

**QUESTION 2: (15 Marks)**

Write notes in not more than two pages on each one of the following questions:

- 2.1. Explain why HIV/AIDS today is regarded as a social problem rather than entirely as a medical problem
- 2.2. What are some of the factors that contribute to the disproportionate number of HIV infections in the world, within Africa and gender (males and females)?
- 2.3. Discuss "who" really is responsible for HIV prevention. Where does prevention start? To what degree is HIV prevention a personal matter pertaining to individual behaviour? How is prevention a public health issue as well? Is it likely that one prevention programme would work for all young people?

### **QUESTION 3: (15 Marks)**

Write notes in not more than two pages on each one of the following questions:

- 3.1. What is Social Legislation? Give examples of social legislation in Zambia and explain the extent to which they can be said to be effective in addressing social problems in Zambia.
- 3.2. What is drug abuse? Give and explain the three most abused drugs in Zambia.
- 3.3. Taking into consideration the generally accepted definition of Social problems by various scholars, discuss whether or not prostitution should be regarded as a social problem in Zambia.

### **QUESTION 4: (15 Marks)**

- 4.1. Discuss the relationship between the social phenomenon of street children in Zambia, and the family decline and economic transformation.
- 4.2. Establish and explain the relationship between the problems of hunger, corruption and mismanagement.

### **QUESTION 5: (15 Marks)**

Just how good are official statistics? For instance, some scholars argue that they don't give us a full picture of criminal activity - after all, many crimes go unreported. Critically evaluate this assertion with practical examples not only about crime but also poverty and other social problems.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**S 912 REFUGEES STUDIES**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006/2007 ACADEMIC YEAR SECOND SEMESTER**

**TIME: THREE HOURS (03 HRS)**

**INSTRUCTIONS**

- a) Question 01 in section (A) is compulsory.
- b) Answer any other (04) questions
- c) Each question carries 20 marks.

**SECTION A (This section is compulsory)**

**1. Write brief notes on the following:**

- a) How the problems of the elderly are addressed to reduce their plight in camps or cantonments.
- b) What was the "Tampa affair" and what lessons did the International Community learn from it.
- c) What is the rationale for Burden sharing?
- d) Refugee settlements are explained in many ways. Briefly discuss.

**SECTION B (Answer any four (04) questions)**

- 2. Conflict prevention and resolution have been found to be elusive in the sub-region. Critically discuss.
- 3. How is mainstreaming refugee livelihoods achieved and what constraints are associated with it?
- 4. Human rights and refugee protection go hand in glove, critically discuss.
- 5. Many countries view refugees as diplomatic burdens and political irritants. Discuss what positive contributions, if any, are associated with hosting them.
- 6. Local integration has many facets. Critically discuss.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006/07 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**  
**S932: SOCIAL CHANGE AND DEVELOPMENT**

**INSTRUCTIONS: ANSWER ONLY FOUR (4) QUESTIONS FROM THE  
FOLLOWING. ALL QUESTIONS CARRY EQUAL  
MARKS**

**TIME:                      THREE HOURS**

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1. What do you understand by **Factors of Social Change**? Discuss not less than four such factors.
2. What are the characteristics of a formal organization? Give full details.
3. How did the informal sector come into existence in both the developed and developing worlds?
4. Define culture and discuss its attributes.
5. Define both child labour and child abuse. Detail their similarities and differences and discuss causes and effects on the Zambian society.
6. What do we mean by:
  - (a) Informal income legitimate and
  - (b) Informal income illegitimate

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2006 ACADEMIC YEAR SECOND SEMESTER EXAMINATIONS**  
**S975 MEDICAL SOCIOLOGY**

**INSTRUCTIONS: THIS PAPER IS COMPOSED OF SECTIONS A, B AND C. READ THE INSTRUCTIONS CAREFULLY AND FOLLOW INSTRUCTIONS UNDER EACH SECTION.**

**TIME: THREE HOURS**

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**SECTION A**

**Write short notes on only five of the following:**

- a) Illness behaviour (5 marks)
- b) Primary medical deviance (5 marks)
- c) Illegitimacy (5 marks)
- d) Talcot Parsons (5 marks)
- e) Mechanic and Volkart (5 marks)
- f) Enacted stigma (5 marks).
- g) Props (5 marks)
- h) Health (5 marks)

**SECTION B (Compulsory Question)**

Talcot Parsons conceived the sick role and healing role paradigm played by a sick person and the healing role-played by the doctor.

1. What are the obligations of the party in this paradigm? (10 Marks)
2. In what five ways would you criticise the Parsonian paradigm? (20 Marks)

## SECTION C

**Read this passage and answer questions that follow below:**

At 13 years Hafiz Sinadabwe became pregnant and a minibus driver who happened to be her long time boyfriend had canal knowledge with her. At no time did she ever desire to use a condom when she met her boyfriend in the sense that she had a set of determined benefits that out weighed perceived risks. She did not tell her parents of this at all since she had her own conceptions about the events as being not risky but beneficial and from what she constructed the events had ushered her into maturity which factors her school mates cherished and each time one had sex they ululated *fya balansa* (good things). Even when Hafiz knew that she was expectant, at no time had she taken any steps at all to ensure that her health was sound.

When this happened, Hafiz's father a police officer, a deacon at local charismatic church and a strict disciplinarian had gone out on peace keeping in the Congo DR. The father always talked to Hafiz about good sexual behaviours which the mother found to be a social taboo or anomic for her to do and worse too the father was not expected to so. Noting her young age will be a risk factor to carry the baby, the huge amounts of money they have spent on her education, the husband's disciplinary record and the desire by the family to maintain a reputation at church and particularly to fulfil 1 Timothy 3: 2-7 which obligates the father to manage his family well, to see that his children obey him and not to fall in disgrace, the mother sought to have an abortion at a private surgery.

At Evening Side Surgery a doctor was approached with the above circumstances narrated but doctor Mwaba Zulu declined to help citing ethical concerns. At Hill Valley Hospital, doctor John Beyani Tunga conducted an abortion. This matter became an intense subject of ethical and sociological concern that needed a medical sociologist to have an in put.



**Answer only two** of the following questions.

Behind the debates of abortion, there are more fundamental ethical questions, which aren't always given the specific attention they deserve. These two doctors have strolled on a subject, which most people would agree or disagree. Ethics comes from the Greek word *ethos* - moral character or custom. Morality comes from the Latin word *moralis* - custom or manner. The words both deal with the customs or the manner in which people do things. Their modern meanings relate to the way people act - either good or bad and our standards about conduct.

1. Who in your view acted morally? Use an appropriate theory to advance your arguments.

If a woman consented to sex and/or didn't properly use contraception, then she knew that pregnancy might result. Discuss at least five possible determinants of Hafiz's health behaviour against the father's behaviour using **any one** of the following theoretical paradigms:

2. The health belief model.
3. Labelling theory
4. Symbolic interactionism.

**(30 Marks)**

Hafiz's pre abortion scenario and abortion scenario became the talk of Lusaka from a policy and theoretical perspective. As a lecturer in The University of Zambia, you have been invited to present a talk on micro and macro sociological theories particularly how they can they be applied to address health behavioural problems.

Identify within the passage at least five medical sociological problems and select any appropriate sociological perspective(s) to ground the proposals of durable solutions to each of the selected problems? **(30 Marks)**

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2006-2007 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS  
SS 242: STATISTICAL METHODS IN THE SOCIAL SCIENCES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH OF THE SECTIONS A, B, AND C AND ALL QUESTIONS IN SECTION D.

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SECTION A

ANSWER ONE QUESTION ONLY FROM THIS SECTION (15 marks)

1. The Ministry of Labour has contracted a consultancy firm to run an experimental job training program. A group of 200 individuals are randomly selected from among the hard – core unemployed. A control group of 50 is selected at the same time. The 200 individuals in the experimental group are assigned to a program that attempts to place them in jobs. The Ministry has defined placement of the individual in a job for six months a success. Of this hard – core unemployed group, 38 are still employed after six months. Of the control group, 11 are employed after six months. The consultancy firm claims that their training program is a success. Test this claim at 5% level of significance.
2. The Human Resources Manager at Copperbelt Energy Company PLC in Kitwe is concerned about frequent strikes at the company and suspects that this could be due to dissatisfaction with conditions of service of service, particularly salaries. To investigate this, he hires a consultant who obtains data that is then cross – tabulated in terms of low, medium and high income and job satisfaction also in terms of low, medium, and high levels of satisfaction.
  - a) Use a test of independence at 5% level of significance to establish if there is a relationship between income level and job satisfaction.
  - b) Use percentages to test the claim by management that employees with high or medium incomes are more satisfied with their work than those with low incomes.

Job Satisfaction	Income		
	Low	Medium	High
Low	100	30	10
Medium	60	80	15
High	40	40	50

## SECTION B

ANSWER ONE QUESTION ONLY FROM THIS SECTION (15 marks)

3. The table below presents sample data relating the number of hours spent by students studying outside of class during a three – week period for a course in statistics and their scores in an examination given at the end of that period.

Sampled student	Study hours	Examination grade
1	20	64
2	16	61
3	34	84
4	23	70
5	27	88
6	32	92
7	18	72
8	22	77

- Identify the variables:
  - Independent variable (X)
  - Dependent variable (Y)
- Find the best linear prediction equation based on the identified variables in a).
- Interpret the meaning of the constants A and B in the equation within the context of situation presented to you.
- If Joseph Banda studied for 30 hours, what would be his predicted score in the examination?
- If Jean Mwansa had an examination score of 65, what would you estimate to be the number hours she spent studying for the examination?

4. A marketing research analyst collects data for a random sample of 100 out of 4,000 who purchased a particular "coupon special" at Game Stores. The 100 people spent an average of K104,019.20 in the store with a standard deviation of K28,170.98. Before seeing these sample results, the marketing manager had claimed that the average purchase by those responding to the coupon offer would be at least K106,708.25. Can this claim be rejected, using 5% level of significance?
- 

### SECTION C

ANSWER ONE QUESTION ONLY FROM THIS SECTION (15 marks)

5. Fifteen (15) trainees in a technical program are randomly assigned to three different types of instructional approaches, all of which are concerned with developing a specified level of skill in computer – assisted design. The achievement test scores at the conclusion of the instructional unit are reported in the table below. . Use analysis of variance to test the null hypotheses that the three instructional programmes are different in terms of their effects, using 5% level of significance.

Instructional method		
Method 1	Method 2	Method 3
86	90	82
79	76	68
81	88	73
70	82	71
84	89	81

6. A random sample of  $n_1=12$  students majoring in business studies at CBU has a mean grade – point average of 2.70 (where  $\alpha=4.00$ ) with a sample standard deviation of 0.40. For the students majoring in computer information systems, a random sample of  $n_2=10$  students has mean grade –point average of 2.90 with a standard deviation of 0.30. Is correct to claim that computer information systems students performed better than business studies students? Use 5% level of significance.
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## SECTION D

ANSWER ALL QUESTIONS FROM THIS SECTION (55 marks)

1.

- a) Barclays Bank PLC wants to estimate the total amount of overdraft at its Arcades Branch. The Manager collects a random sample of 100 customers with overdrafts and finds the following amounts overdrawn in thousands of kwacha:

265,240,255,240,340,325,240,305,240,330,  
240,290,240,265,280,300,240,255,240,280.

- b) Compute and interpret the following:

- i. The mean
- ii. The median
- iii. The mode
- iv. The standard deviation

- c) If there are 3,500 customers at the Arcades Branch, estimate the total amount of money overdrawn.

2. Briefly, in only one sentence or at most two, discuss the following concepts associated with probability:

- a) An experiment
- b) Independent events
- c) Mutually exclusive events
- d) Dependent events
- e) Compound event

3. Briefly, in only one sentence or at most two, discuss the following assumptions associated with linear regression analysis:

- a) Equality of variance
- b) Independence
- c) Normality

4. A marketing research analyst collected data for a random sample of 100 customer who purchased Boom detergent at Spars Arcades and found that they spent an average of K105,368.94 in the store with a standard deviation of K28,304.23

- a) Give the point estimate of the mean purchase per customer.

- b) Compute the bound of error on the estimate
  - c) Compute the confidence interval using 95% confidence coefficient.
5. Indicate which of the following statements is true, false or neither:
- (a) In a drug manufacturing plant, a chemist testing the efficiency of a new drug, changes the significance level from 5% to 10% thereby decreasing the probability of Type I error.
  - (b) In a car manufacturing firm, an engineer testing a new car changes the significance level from 10% to 5% thereby increasing the probability of Type II error.
  - (c) In an SGS laboratory, a scientist testing the toxicity of yellow maize changes the significance level from 5% to 10%, thereby increasing the probability of Type I error.
6. Indicate if the statements below are (i) true (ii) false (iii) neither
- a) A one-tailed test is used when a researcher has a non-directional hypothesis
  - b) A two tailed test is used when a researcher has a directional hypothesis
  - c) A one-tailed test is also used when a researcher has a directional hypothesis.
7. Answer the following questions briefly and succinctly:
- a) When would you as a researcher use a t rather than a z distribution?
  - b) At what point does the t-distribution approximate the normal distribution.
  - c) Which probability distribution do you associate with analysis of variance?
  - d) Which probability distribution do you associate with chi-square test of independence?
  - e) What p - value do you associate with a z-score of -1.93 for:
    - i. One tailed directional test. Would you accept or reject a null hypothesis?

- ii. Two tailed non-directional test. Would you accept or reject a null hypothesis?

8. Given below are data on party affiliation and attitudes towards adoption of the new constitution.

	In favour	Neutral	Opposed	Total
PF	120	20	20	160
MMD	50	30	60	140
UDA	50	10	40	110
Total	220	60	120	400

- What is the probability of being a PF or MMD supporter?
  - What is the probability of being in favour of a tax reduction given that one is a PF supporter?
  - What is the probability of being opposed to a tax reduction and being a UDA supporter?
  - What is the probability of being neutral on tax reduction given that one is an MMD supporter?
9. Below are scores obtained by two SS 242 students in an end of semester test. The test had the following weights: 20 %, research project had 30 % while the exam had 50 % contribution to the final grade.

- Explain briefly what a weighted mean is.
- Who between the two students performed better than the other?

	Test	Project	Exam
Joseph Mvula	80	60	50
Janet Moonga	50	60	80

10. Examination results in SS 241 in the first semester reveal a mean mark of 51.8 and standard deviation of 11.8 for all the 644 students who sat for the examination. Given this scenario, answer the questions below:

- a) If John Zulu obtained 66 marks in the test while Peter Chanda had 47, how many students had marks between the two students?
- b) Nawa Mubita had a mark of 76 and Peter Himonga had 66, how many students had marks between these two students?
- c) How many students performed better than Nawa Mubita?
- d) How many students did worse than Peter Chanda?
- e) Jean Zulu's score corresponded to the 78<sup>th</sup> percentile, how many students performed better than her?
- f) Albert Supuni's mark corresponded to a z -score of 2.67, what was his actual mark?

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END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2006/7 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**SW 212: CONTEMPORARY ISSUES IN SOCIAL POLICY**

**Time: 3 Hours**

- Instructions:**
- 1. You should answer only three of the four questions below.**
  - 2. Please write your computer number very clearly on all the answer Sheets.**
  - 3. In all of your answers please try to be as concise as possible.**
- 

**Question 1.**

There are a myriad of problems experienced by people in the world today. Would you comment on some challenges affecting the people today, and elaborate on some problems affecting the following: a) Population growth and urbanization, b) Women, child labor, and prostitution

**Question 2.**

Helping means assisting other people to understand, overcome, or cope with problems. The helper is the person who offers this assistance. How do you understand human service helpers, and what roles they engage in as they work with their clients and with other professionals

**Question 3.**

The United Nations Conference on Environment and Development (UNCED), otherwise known as the "Earth Summit" was held in 1992. In which country and city was it held? This Conference approved a set of five agreements regarding "Sustainable Development". Mention those five Agreements.

**Question 4.**

Differentiate between the concepts of "Positive Discrimination" and "Equal Opportunities". How did positive discrimination start, and how is it being tackled the world over? Mention some countries where discrimination on the basis of either race, color, gender, religion, or sexuality is or has been practiced as official state policy or merely encouraged.

**Question 5.**

What does the concept "**Gerontology**" imply? Why is its study important to social work practice?

***END OF EXAMINATION***